

Have No Fear!
Creating a “Water Safety Days” Communications Plan
for the Army Corps of Engineers, Grand Rapids, MN

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Capstone Project

July 22, 2015

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About the Author

Sally Daly is a writer, editor, and communicator who is dedicated to using her skills and expertise for the greater good. Her experience in nonprofit organizations led her to pursue an M.A. in Strategic Communication, so she could better serve missions through communication. Sally is driven by family, and jumped at the opportunity to use her capstone research to assist her brother, an Army Corps of Engineers Park Ranger in Grand Rapids, MN, in creating a communications plan to bring awareness to one of his initiatives – water safety education programming for kids. Sally would like to thank her family for their support while she pursued her degree. She couldn't have done it without them!

Executive Summary

This capstone project examines the use of fear appeals in safety communications in order to develop a communications plan for the Army Corps of Engineers (ACE) in Grand Rapids, MN. The ACE seeks to fulfill an initiative to educate children on the importance of water safety, and typically hosts educational events within their campgrounds throughout each summer. The ACE in Grand Rapids needs to advertise throughout town to reach potential attendees, as this particular campground is small and therefore does not have children present very often. Primary research has been conducted to generate awareness for the ACE's water safety education offerings. Based off of previous success with fear appeals to communicate various health and safety topics, the team originally planned to incorporate fear in promotional communications, as this would increase persuasion and intent to participate. After a content analysis of safety communications showed that fear is not as widely used for promotional communications, a survey that suggested that high levels of fear do not motivate parents to participate in events, and a focus group discussion which indicated that informational communications were most well liked among participants, another route for messaging must be taken. Suggestions for this alternative strategic communications approach for the ACE are shared at the end of the paper.

INTRODUCTION

During the 2015 Super Bowl, Nationwide Insurance aired an ad portraying a child lamenting the fact that he will never grow up because he died in a preventable household accident. This ad sparked a lot of online discussion regarding Nationwide's motivations for creating the ad, and whether or not it was effective. Nationwide partnered with Safe Kids Worldwide, and published a 'Report to the Nation,' which aimed to educate parents on preventable household injuries, including drowning. Young children can drown in just a few inches of water, and drowning is the leading cause of death in children ages 1-4. Despite this, many parents admit to having left their children unattended around water (*Report to the Nation: Protecting Children in Your Home*, 2015). Drowning is preventable, and the US Army Corps of Engineers (ACE) is dedicated to making sure America's public lands and waters are safe places for all to enjoy. The ACE is the nation's largest provider of outdoor recreation with over 420 lake and river projects in 43 states. More than 370 million people visit ACE recreation areas each year, and the ACE reports approximately 150 deaths by drowning on average each year. Of those, nearly 90 percent were not wearing lifejackets. This means that most of the deaths could have been avoided had people practiced safer behaviors around water.

The ACE has water safety initiatives in place at their recreation areas, and has many useful tips online. Although water safety education is a high priority for the ACE as a whole, not all individual recreation areas are focused on this effort. The Pokegama Dam and Recreation Area in Grand Rapids, MN, sees about 60,000 visitors each summer, and has not run a water safety education program for kids in many years. That is about to change. A new park ranger was hired partway through the summer of 2014, and is working to re-align the Pokegama Dam's values and activities with those of the ACE. The park ranger faces a challenge in Grand Rapids

that he had not encountered in previous parks: lack of a captive, on-site audience. Other parks have 50-200 campsites, and therefore host large numbers of families with children throughout the summer. In those parks, it was easy to round up kids and run educational water safety activities on the fly each week. There are only two campsites at the Pokegama Dam and Recreation area in Grand Rapids, MN, so the availability of on-site children to participate is non-existent. Children living in Grand Rapids, MN, will benefit from water safety education, even if they're not camping at the Pokegama Dam. The new challenge is now to get them there. In an effort to maximize his time in planning the programs, the park ranger partnered with a strategic communications masters student. The partnership was mutually beneficial. He would design the program itself based on his past experiences of successes and failures, while she would research the best ways to garner interest within the local community for day-programs.

The goal of this project is to answer the overall research question of *How should fear be used in communications to create awareness for and intent to participate in ACE's Water Safety Days activities?* Three primary research studies were designed to answer the research question. Studies used the Extended Parallel Process Model and the Theory of Planned Behavior to better understand the role of communications in motivating parents:

- **Research Question 1 (RQ1)** How is fear currently used in safety communications?
- **RQ2** How should fear be used in promotional communications for Water Safety Days?
- **RQ3**, Focus Group: How do parents want to be informed of summer activities?

Study results will influence the creation of communications that will motivate parents and children alike to participate in 2016 Water Safety Days events at the Pokegama Dam and Recreation Area in Grand Rapids, MN.

LITERATURE REVIEW

An initial review of ACE's water safety themed communications, including flyers, posters, handouts, web content, and 'give-away' materials (see right) showed that the ACE uses fear appeals to grab attention and educate. This finding led to the question of *How should fear be used in communications to create awareness for and intent to participate in ACE's Water Safety Days activities?* This literature review examined the history of fear appeals, fear as a motivator, the use of fear in safety communications, and persuasion.



Example of a 'swag bag' used by the ACE

Fear Appeals

The use of fear appeals in advertising has been studied by psychologists since the 1950s. Advertisers and consumers alike agree that fear grabs attention and evokes strong emotions, causing consumers to alter behaviors or beliefs. Three key independent variables are present in fear appeals: fear, perceived threat, and perceived efficacy (Witte & Allen, 2000).

DRIVE THEORIES: Drive theories review cognitive responses to fear, and suggest that fear arousal will motivate consumers to take action, but suggest that fear can cause avoidance behaviors as well. Therefore, drive theories suggest that moderate amounts of fear produce the best results, and message acceptance happens when fear is reduced. "This class of theories was rejected during the early 1970s due to a lack of support for the inverted U-shaped model" (Witte & Allen, 2000, p.593), as messages with higher amounts of fear were found to be more effective. Researchers then began to focus on emotional responses to fear appeals.

PARALLEL PROCESS MODEL: The parallel process model suggests that fear appeals produce two separate and potentially independent processes: danger control processes (efforts to control the threat/danger) and fear control processes (efforts to control one's fear about the threat/danger), but failed to propose when these processes would be initiated, and was deemed untestable. It did, however, focus on emotions rather than cognitive responses to fear, and provided the base for later theory development (Witte & Allen, 2000).

SUBJECTIVE EXPECTED UTILITY (SEU) MODELS: SEU models attempted to determine what made a fear appeal effective through logic, and began to look at the interactions between threat and efficacy. Rogers's protection motivation theory (PMT) proposed a "four way interaction between the dimensions of threat and the dimensions of efficacy (i.e. Severity x Susceptibility x Response Efficacy x Self Efficacy)" (Witte & Allen, 2000, p. 593), which determined what makes a fear appeal successful, but could not offer an explanation of why fear appeals sometimes fail.

THE EXTENDED PARALLEL PROCESS MODEL (EPPM): The EPPM builds upon previous theory to suggest that fear appeals are most effective when they contain both strong threats and messages of efficacy because this causes people to take action to control the danger itself. If a message contains a threat paired with a message of low efficacy, people will respond with cognitive attempts to control their fear. Witte and Allen conclude that "strong fear appeals produce high levels of perceived severity and susceptibility, and are more persuasive than low or weak fear appeals" (Witte & Allen, 2000, p. 591).

Emotions

A common aspect of the theories is the idea that emotions - fear specifically- can be manipulated and influenced through communication in order to impact change in attitudes,

beliefs, or behaviors. Fear arousal is the key to understanding message rejection processes, and should play a central role in theoretical explanations (Witte, 1992). Although there has been criticism, and some researchers suggest that improperly used fear appeals can damage advertiser's credibility and/or create unnecessary fears or worries among audience members, the relationship between the emotional response of fear and persuasion appears to be both positive and linear (LaTour, Snipes & Bliss, 1996). According to the EPPM, there is a "sweet spot" for fear arousal. Advertisers can evoke too low a level of fear and risk consumers disregarding the threat (Popova, 2012). The opposite is also true; if too much anxiety is evoked at an early stage, consumers may never move beyond that fear to take action to neutralize that fear (Witte, 1992). While drive theories were rejected because research didn't support the claims that using a moderate level of fear in an ad would be the most effective, the EPPM suggest using more than a moderate level of fear, but not so much that consumers feel too much fear. The key is pairing the appropriate level of fear and susceptibility with a message of efficacy.

Severity, Susceptibility, & Efficacy

In order to access this 'sweet spot' of fear arousal, advertisers and communicators alike can alter the severity of the threat message, the level of susceptibility to specific audiences, and the messages of efficacy. The challenge is, of course, that the idea of perceived threat is the *subjective* evaluation of the threat in the message, so it is unique to each audience member. Individual experiences have an impact on perceptions (Ruiter, Abraham, & Kok, 2001), but differences such as personality traits or demographic characteristics do not impact the processing of fear appeal messages, "except on rare occasions" (Witte & Allen, 2000, p. 606). Perceived threat is a cognitive construct made up of the audience's impression of how severe the threat is and how susceptible they are to that threat. (Popova, 2012). Severity and susceptibility may be

difficult factors to manipulate in a fear appeal. A 2013 study of workplace safety communications (in the construction field) showed that 59% of all messages used severity and 45% included sufficient levels of susceptibility. That same study reported that 83% of all safety communications contained messages of self-efficacy (Basil, et al., 2013).

"Fear appears to be a great motivator as long as individuals believe they are able to protect themselves" (Witte & Allen, 2000, p. 607), which is why a message of efficacy should be included in fear appeals. In fact, efficacy perceptions are more powerful predictors of preventative action than threat perception (Ruiter, Abraham, & Kok, 2001). Efficacy messages must be two-fold. They must contain response efficacy so consumers will believe the suggestion action will be successful in neutralizing the fear, and they must also contain self-efficacy so consumers will feel that they are capable of performing the suggested action. If they don't believe that wearing a life jacket will make any difference in saving their life, for example, they won't wear one. If they believe it is too hard to find or use a life jacket, they won't use one. In a 2014 study of 41 mothers of children under six years old, it was found that increased self-efficacy improved preventative dental care for their children. When the mothers believed that they could prevent future problems with their children's teeth, they were more likely to complete simple day-to-day preventive tasks (Askelson et al., 2014). The extended parallel process model proposes that the relationship between threat and efficacy is multiplicative (Popova, 2012), and the combination of severity, susceptibility, and efficacy perceived by consumers leads them to take action.

Fear & Danger Control Processes

The EPPM "purports that when someone is faced with a health problem, they will have one of three responses: they will a) sense no threat and do nothing; b) become fearful and ignore

the problem; or c) begin a danger control process that allows them to accept the challenge or take action" (Askelson, 2014, 65). The level of perceived threat determines the intensity of a consumer's reaction to the message, while perceived efficacy determines what reaction the consumer will actually take (Witte, 1992). As described above, if the threat is not believed to be severe or if consumers don't believe that they are susceptible to the threat, there is no reason for them to take any action. If the threat message is high, and consumers do feel it could impact their lives, but the efficacy message is low, they'll attempt to control their fear. If there is no threat message present, consumers will not process the message further, and will take no action. They may ignore the problem or convince themselves that the threat would never actually affect them, thereby responding to "their fear not the danger [threat] itself" (Witte, 1992). When consumers perceive messages of high threat, but also feel high response and self-efficacy, they'll enter the danger control response. They're more likely to perform the action the communication suggests, and will do what they can to neutralize the threat. When danger control responses dominate, individuals respond to the danger, and not their fear (Witte, 1992). Lastly, "the stronger the fear appeal manipulation, the stronger the danger and fear control responses" (Witte & Allen, 2000, p. 603), which advertisers should bear in mind when using fear appeals to persuade consumers.

Persuasion

A fear appeal is a persuasive communication that attempts to arouse fear in order to promote precautionary motivation and self-protective action (Ruiter, Abraham, & Kok, 2001). Fear appeals are used to motivate people to take action, and strong fear appeals and high-efficacy messages produce the greatest behavior change (Witte & Allen, 2000), and stronger fear appeals are more effective than weak fear appeals, "especially in health and safety topics" (LaTour, Snipes, & Bliss, 1996, p. 61).

In Askelson et al's 2014 study, it was found that high levels of threat and efficacy were present among mothers who sought preventive dental care for their young children, so when mothers felt that their children were particularly susceptible to cavities or infections, but felt that they could combat the negative situations, they were more likely to seek preventative health care. The results indicate that the EPPM has the potential to help understand factors that influence parents' behavior (Askelson et al., 2014, p. 66). "The majority of participants appeared to be operating in the danger control process, which means they recognized a threat and had high enough efficacy to be motivated to protect their children, as opposed to being motivated by defense and be in a fear control process" (Askelson et al., 2014, p. 68). This study was successful in showing that the EPPM can be used to motivate parents when it comes to their children's safety. This result indicates that fear appeals may also be successful in communications that promote Water Safety Days.

Basil et al. (2013) found in their content analysis of workplace safety communications in the construction field that many of the communications fell short of the optimal level of impact, mainly because they didn't incorporate all four factors of a successful fear appeal: severity, susceptibility, response efficacy, and self-efficacy (Basil et al., 2014). Communications using fear appeals have "great potential for stimulating behavioral change - if used correctly" (Witte, 1992, p. 346). It is important to communicate effectively about safety in the construction sector, so it would have been ideal to utilize the EPPM more extensively, to better drive home messages.

The EPPM is the most recent and extensive model of fear appeals, and can be used to motivate people to change their beliefs and behaviors. The studies conducted by Askelson et al. (2014) and Basil et al. (2013) using the EPPM can be used as guides to design effective

communications for Water Safety Days, which will utilize messages containing high severity, susceptibility, self-efficacy, and response efficacy.

THE THEORY OF PLANNED BEHAVIOR (TPB): Persuasion can hardly be discussed without including the TPB, which says that communications can be used to influence behavior. The “stronger a person's intention, the more the person is expected to try, and hence the greater the likelihood that the behavior will actually be performed” (Ajzen & Madden, 1986, p. 454).

Intentions are influenced by a person's attitude, subjective norms, and perceived behavioral control (PCB) (White, Hyde, O'Connor, Naumann, & Hawkes, 2010). PCB is similar to efficacy, and is defined as “the person's belief as to how easy or difficult performance of the behavior is likely to be” (Bagozzi, Zeynep, & Preister, 2002, p. 72). When used in conjunction with the EPPM, a greater understanding of the effect of fear appeals can be reached. Consumers will process messages in terms of severity, susceptibility, and self/response efficacy/perceived behavioral control, and they will also consider social factors (subjective norms) to the perceived social pressure to perform or not perform a behavior (Ajzen & Madden, 1986). “The TPB proposes individuals' intention to perform a highly specified behavior is a good predictor of actual behavior” (Shapiro, Porticella, Jiang, & Gravani, 2011, p. 98), so determining parent's intent to educate their children in safe behaviors around water will be an indicator of likelihood to participate in Water Safety Days.

Study 1: Use of Fear in Safety Communications

To answer RQ1 (*How is fear currently used in safety communications?*) a content analysis of safety communications was conducted. The goal of the analysis was to further understanding the current use of EPPM in safety communications, as this would influence the

decision to utilize it in the creation of communications that encourage participation at Water Safety Days.

Prediction: Safety communications will utilize fear appeals with all four EPPM constructs.

METHOD

Thirty pieces of safety-based communication were located via web search between February and April 2015. A search for water safety specific communications resulted in a small sample size, so a variety of safety topics (household accidents, car safety, bike safety, etc.) were included. Communications were selected if they contained messages that would impact children regarding safety or safety education. Communications came from organizations including the ACE, the YMCA, the American Red Cross, the Swim Strong Foundation, and the Association of Aquatic Professionals. All were analyzed for elements of the EPPM, including the following:

- Name of Ad
- Safety Topic
- Type
- Does the message contain fear?
- Does the message contain a threat?
- Are you susceptible to the fear/threat?
- How severe is the fear/threat?
- Is there a message of efficacy?
- What fonts/colors are used?
- Is the overall feeling of the piece positive or negative?
- What emotions does the piece evoke?

Types of content included flyers, posters, infographics and sharable social content. Video ads were not included, as the end result of this research is to create print advertisements and social content for the ACE. To ensure accurate and unbiased coding, the content analysis was coded by two researchers. Each reviewed the content separately, and coded according to her own best judgment. ‘Threat’ was considered high, low, or non-existent based on each researcher’s

subjective opinion that the scenario presented in the communication was likely to occur, or was a ‘hot button’ issue, like cancer. Discrepancies were discussed, and changes were agreed upon so a master sheet could be compiled. See Appendix A (p. 50) for coding sheets and Appendix B (p.53) for the communications used.

RESULTS

Results did not strongly support the prediction that safety communications would utilize fear appeals constructed in accordance with the EPPM. The content analysis was conducted on a sample of 30 pieces of safety communications (Table 1), the majority of which concerned water safety (Table 2), some communications concerned health, bike safety, car safety, or child safety. Because fear appeals are commonly used in a variety of safety communications, the content analysis was expected to reveal many uses of fear appeals at varying levels of strength. Of the 30 pieces analyzed, only 11 (37%) actually contained messages of fear, and most were weak as opposed to strong. It was striking that most communications in the sample failed to evoke strong emotions (Table 3) in either researcher. Sixty percent of the communications (18 total) left researchers with positive

Table 1		
Type of Communication		
Type	N=30	%
Flyer	7	23%
Outdoor	2	7%
Poster	2	7%
Print	10	33%
Social	9	30%

Table 2		
Safety Topic Addressed		
Topic	N = 30	%
Water	17	57%
Other	5	17%
House hold	4	13%
Car	2	7%
Bike	2	7%

Table 3		
Emotions Evoked		
Emotion	N = 30	%
Indifference	16	53%
Fear	8	27%
Mindfulness	3	7%
Happiness	1	3%
Sadness	1	3%
Worry	1	3%

feelings about the ad (Table 4), but the majority (63%)

did not use a fear appeal.

Another interesting result was the level of fear in the ad, and the color that was used to convey the message (Table 5). The communication (*See Skin*

Table 4 Fear and the Overall +/- Feeling of the Communication			
Level of fear	-	+	Total
High	1	0	1
Low	8	2	10
None	3	16	19
Total	12	18	30

Cancer, p. 68) that contained the highest level of fear in its message used black as a primary color. Black and red are typically associated with negative emotions or messages, and “intense, vivid red may cue aggression” (Elliot & Maier, 2013, p. 107). Elliot and Maier go on to explain that “achromatic black and white tend to carry general negative and positive connotations, respectively,” (Elliot & Maier, 2013, p. 109) so it is not surprising that a white was a dominant color in many pieces that contained low fear or no fear messaging. The most common color used was blue, appropriately, as most of the communications concerned water safety, and blue is generally associated with “positive content, calmness, and success” (Elliot & Maier, 2013, p. 109). This may not be a good choice for fear appeals, though, as blue is not a color that would evoke fear or strong emotion. In this study, blue was most often used on communications that did not have a fear appeal,

which suggests that most of the communications were not intended to evoke fear after all.

Table 5 Use of Fear and Color								
Level of Fear	Black	Blue	Green	Orange	Red	White	Yellow	Total
High	1	0	0	0	0	0	0	1
Low	2	1	0	1	0	5	1	10
None	1	9	2	0	5	2	0	19
Total	4	10	2	1	5	7	1	30

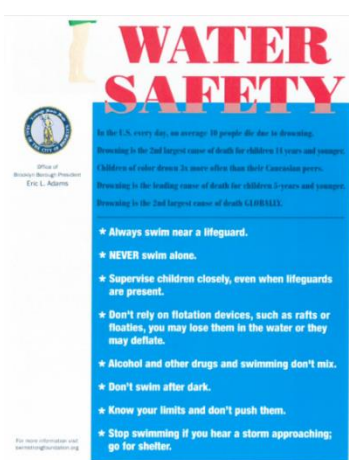
Overall, the use of EPPM constructs was low (Table 6a). None of the communications in the sample used fear appeals to their greatest extent, as none used a combination of a message with a strong threat component that expresses severity and susceptibility coupled with a message of efficacy that makes users understand that they can take action to overcome the threat. One third of the sample (33%) had neutral messages devoid of threat, severity, or susceptibility, but gave some small message of efficacy (Ex. "Look before you leap," "Learn CPR and first aid. Have a phone nearby to call 911," and "Live by the ABCDs of Water Safety") to attempt to bring people to action.


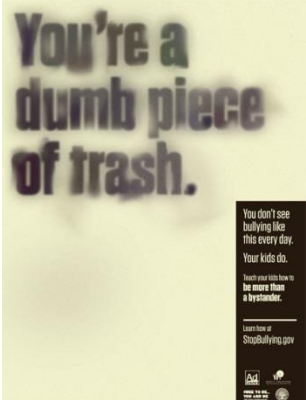

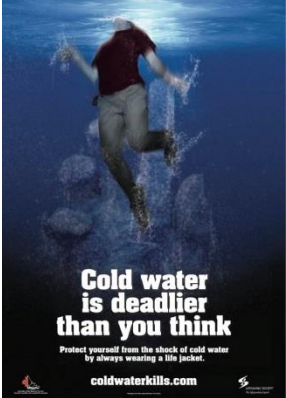
Table 6a - EPPM Constructs						
Threat	Susceptibility	Severity	Efficacy	Totals	%	Communication (See Table 6b for analysis)
High	High	Low	Low	1	3%	Skin Cancer
	Low	Low	Low	1	3%	Are You Next
Low	Low	High	High	1	3%	Stupid Helmet
		Low	High	3	10%	Water Safety Where's your helmet? Bullying
			Low	3	10%	Antispeed Cold Water Deadly Fishing Spot
			None	1	3%	Respect
	None	Low	None	1	3%	One Inch
	None	Low	High	1	3%	
			Low	2	7%	
		None	Low	2	7%	
		Low	Low	1	3%	
		None	Low	10	33%	
			None	3	10%	

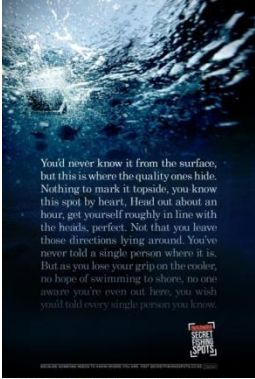


Five of the communications included in the content analysis were found to have low susceptibility to the situation presented, but no threat. This seems contradictory, but is a result of the researcher's opinions that the general public would be susceptible to these common but non-threatening situations. *Drowning Prevention* (See p. 61), *Boating Education* (See p. 56) and *Food Infographic* (See p. 64) are informational pieces that imply dangerous situations, but the pieces themselves simply present facts. *Eyes on the Kids* (See p. 62) depicts parents attentively watching their child play in the water, but the text suggests many parents are distracted. The situation shown isn't threatening, but the text implies a threat. *Community CPR* (See p. 60) presents information about a CPR course, and shows CPR being performed by a trained professional. Neither element is particularly threatening.

Ten of the analyzed communications included an element of fear, but none had high levels of all four EPPM components (threat, susceptibility, severity, and efficacy). See Table 6b (p. 19-21) for each analysis. Pieces that did not include a threat were not analyzed further, and therefore are not included in Table 6b. See Appendix B (p. 53) for full size images of all communications included in the content analysis.

**Table 6b -
Further Analysis of EPPM Constructs**

 <p>Cutting your sun exposure is easier than cutting out a skin cancer</p> <p>FREE 30+ sunscreen</p> <p>There's nothing healthy about a tan Protect yourself in five ways from skin cancer</p> <p>Icons: 1. Sunscreen, 2. Hat, 3. Sunglasses, 4. Shade, 5. Seek shade</p>	<p><i>Skin Cancer</i> was found to have the following elements of the EPPM: High threat, because cancer is very threatening. High susceptibility, as most people spend time in the sun each year. Low severity, because the piece doesn't include statistics as to how likely people are to get skin cancer. Low efficacy, because it passively suggests using sun screen or other forms of sun protection</p>
 <p>Are You Next? Expect the Unexpected Wear Your Life Jacket</p> <p>US Army Corps of Engineers Little Rock District www.CorpLakes.us/areYouNext</p>	<p><i>Are You Next</i> was found to have the following elements of the EPPM: High threat, due to the accidental nature of the man falling off the boat. Low susceptibility, because only a certain population would be susceptible to consuming alcohol while fishing. Low severity, as he could likely just hop back in the boat. Low efficacy, because the call to action is passive.</p>
 <p>"I WON'T WEAR A HELMET IT MAKES ME LOOK STUPID"</p> <p>EVERY YEAR OVER 3,000 PEOPLE DIE OR ARE SERIOUSLY INJURED THAT WOULD HAVE BEEN PREVENTED BY WEARING A HELMET. THE SAD TRUTH IS THAT MOST OF THESE CASES COULD HAVE BEEN PREVENTED BY WEARING A HELMET. YOU THINK ABOUT THAT. NO EXCUSES.</p>	<p><i>Stupid Helmet</i> was found to have the following elements of the EPPM: Low threat, because the bike accident is only implied, not shown. Low susceptibility, because although you know accidents happen, it seems unlikely to happen to you. High severity, the results of the accident are very severe. The image depicts brain surgery. High efficacy, the text suggests 40% of the cases could have been prevented by wearing a helmet, which is an easy fix.</p>
 <p>WATER SAFETY</p> <p>In the U.S. every day, on average, 10 people die due to drowning. Drowning is the 3rd largest cause of death for children 14 years and younger. Children of color drown 3x more often than their Caucasian peers. Drowning is the leading cause of death for children 5 years and younger. Drowning is the 2nd largest cause of death U.S. HHS/2012.</p> <ul style="list-style-type: none"> ★ Always swim near a lifeguard. ★ NEVER swim alone. ★ Supervise children closely, even when lifeguards are present. ★ Don't rely on flotation devices, such as rafts or floaties, you may lose them in the water or they may deflate. ★ Alcohol and other drugs and swimming don't mix. ★ Don't swim after dark. ★ Know your limits and don't push them. ★ Stop swimming if you hear a storm approaching; go for shelter. 	<p><i>Water safety</i> was found to have the following elements of the EPPM: Low threat, because the threats are text only, no images to immediately grab the eye. Low susceptibility, as the piece suggests that children are more susceptible to drowning, but these messages are buried in text. Low severity, again because text alone doesn't effectively convey the seriousness of drowning. High efficacy, because the highlighted 'tips' are bright, bold, and easy to accomplish.</p>

	<p><i>Where's Your Child</i> was found to have the following elements of the EPPM: low threat, because the threat is implied by the image, but not spelled out saying 'X% of kids drown each year' (for example). Low susceptibility and low severity, because while drowning is severe, but the child in the image could simply be swimming under water. High efficacy, because the message is simple: watch around water.</p>
	<p><i>Bullying</i> was found to have the following elements of the EPPM: Low threat, as bullying is a hot topic, but name calling isn't overly threatening. Low susceptibility, because most kids make it through life without being majorly bullied. Low severity, the threat in this piece is relatively tame. High efficacy, teaching your kids to stand up to bullies is something that parents are capable of doing.</p>
	<p><i>Antispeed</i> was found to have the following elements of the EPPM: Low threat, hitting a pedestrian seems unlikely, but the use of the skull is threatening. Low susceptibility & severity, because it's just a floating head/skull, so the actual collision is implied in the background. Low efficacy, because driving the speed limit really isn't that much to ask.</p>
	<p><i>Cold Water Deadly</i> was found to have the following elements of the EPPM: Low threat, the threat is shock, not necessarily drowning or death. Low susceptibility, how often are people out when the water is so cold it would cause drowning? Low severity, the ad suggests death only in the URL 'coldwaterkills.com,' otherwise it simply looks like the person fell in, was shocked by the cold water, and ultimately was okay. Low efficacy, because the call to action (wear a lifejacket) is printed in a small font toward the bottom of the page and is easy to miss.</p>

 <p>You'd never know it from the surface, but this is where the quality ones hide. Nothing to mark it upside, you know this spot by heart. Head out about an hour, get yourself roughly in line with the heads, perfect. Not that you leave these directions lying around. You've never told a single person where it is. But as you lose your grip on the cooler, no hope of swimming to shore, no one aware you're even out here, you wish you'd told every single person you know.</p>	<p><i>Fishing Spot</i> was found to have the following elements of the EPPM: Low threat, this ad targets specifically fisherman, which is likely a small percentage of the population. Most people wouldn't be affected by it. Low susceptibility, there are lots of factors at play here, and a lot goes unsaid. How'd they fall out of their boat anyway? Seems unlikely. Low severity, drowning is severe, but the whole situation seems unlikely. Low efficacy, telling someone about your fishing spot won't help you when you're drowning. It'll only help them locate your body. 'Wear a lifejacket' or 'Don't fish alone' would be better calls to action that could actually save your life.</p>
	<p><i>One inch</i> was found to have the following elements of the EPPM: Low threat, low susceptibility, and low severity, A child can drown, but this ad shows just an upturned rubber ducky. This softens the fear appeal. No efficacy, because the ad doesn't give any message of what you should do. The implication is that you shouldn't leave kids alone by water, but it doesn't say that anywhere on the piece.</p>
	<p><i>Respect</i> was found to have the following elements of the EPPM: Low threat, clearly depicting drowning. No susceptibility, there's no context, so it's hard to put yourself in the drowning person's place. Low severity, drowning is severe, but if you don't think it'll happen to you, the ad isn't effective. No efficacy, because there is no message of how to prevent drowning. R.E.S.P.E.C.T. looks like an acronym, but no definition is provided.</p>

DISCUSSION

The goal of this content analysis was to answer the question: *How is fear used in safety communications?* It also helped determine if fear appeals are used in safety communications, which will help determine if fear appeals should be used in communications for the Water Safety Days program. The results of the content analysis suggest that although fear appeals are effective for health and safety information (LaTour, Snipes, & Bliss, 1996), they may not be as widely used in print communications for smaller or less hot-button issues like water safety education. The prediction was not supported. The majority of the communications in the sample evoked an overall positive emotion, which seems to contradict the point of using a fear appeal.

The sample analyzed in this study included print, online, and outdoor communications, and may not have been representative of the water safety education communications used by the majority of organizations. The challenge with this content analysis is that although the pieces were scrutinized by two researchers and analyzed according to the EPPM, most were likely not trying to use fear to persuade. Without contacting the organizations that used each communication, the effectiveness of the communications in changing attitudes, beliefs, or behaviors regarding safety will remain a mystery. The EPPM suggests that in order to reach maximum effectiveness, a fear appeal should include a message containing a severe threat that consumers believe could happen to them or their family followed by a message of efficacy. This was not achieved by any of the sample communications. What has been determined is that in this particular sample, application of the extended parallel process model was very weak.

Since none of the communications analyzed for this study contained a strong fear appeal by EPPM standards, it appears that fear is not as widely used in safety communications as was originally expected. Does this mean that an organization like the ACE should step outside the box and try a strong fear appeal in Water Safety Days advertisements, or should they stick with the status quo and use a logic-based message (ex. *Eyes on the Kids*, p. 62, or *ABCDs of Water Safety*, p. 53) coupled with a message of efficacy in order to appeal to parents?

LIMITATIONS AND FUTURE RESEARCH

Fear appeals are often used in commercial advertising to influence consumers in specific areas, and "studies have shown that stronger fear appeals are more effective than weak fear

appeals, especially in health and safety topics such as dental hygiene, smoking, AIDS prevention, and safe driving practices" (LaTour, Snipes, & Bliss, 1996, p. 61). Because the end result of this research will be printed advertisements (as opposed to video) for the Water Safety Days event, the content analyzed was limited to print, social, or outdoor communications that had an element of safety behavior. As such, the availability of suitable pieces was limited. A more comprehensive search should have been conducted, and better attempts at obtaining all ACE communications should have been made. Researchers were inexperienced, but performed the content analysis to the best of their ability in the short time available.

In the future, analyzing a wider range of content will allow for a greater understanding of the use of fear appeals in communications pertaining to safety education. Including video, website content, or a greater variety of social media content would widen results and paint a better picture of how fear is used to motivate people to adopt safe behaviors. As Water Safety Days will be an event that occurs on multiple days throughout the summer and in the years to come, different versions of communications will be tested until one is identified as the most successful. The most likely scenario will be that the Pokegama staff will need to utilize multiple channels of communication (ex. print, web, social, etc.) with messages targeted at specific parent audiences to reach the maximum number of residents and visitors.

Study 2: Parent's Attitudes on Water Safety

After completing the content analysis of safety communications, the next step was to obtain a better understanding of parent motivations and opinions of water safety education for their

children, answering RQ2: *How should fear be used in promotional communications for Water Safety Days?*

Prediction: Parents feel that water safety is an important issue, and want their children to receive water safety education.

METHOD

The Theory of Planned Behavior (TPB) was used to design a survey to better understand parent's intentions and motivations regarding water safety. The survey was executed via Qualtrics and shared on Facebook with the researcher's peer group, specifically requesting that parents take the survey. Participants were asked to share the survey on their own walls, to ensure a larger sample via the snowball method. The survey was posted twice on the researcher's personal Facebook wall, and shared by five family members/friends. The survey was also posted by the researcher in one Facebook group, to expand the audience even further.

The survey consisted of 21 questions pertaining to parent's attitudes, behaviors, and beliefs regarding water safety. Participants were asked to provide demographic and lifestyle information, specific information regarding their family's water-based activities, and questions pertaining to the types of water safety education they're both aware of and interested in participating in at some point in the future.

To better understand parents' attitudes toward safe behaviors, participants were asked to agree or disagree with questions regarding their opinions about water safety education for children. Sample questions included: "drowning poses a significant threat to my children," "when my children practice safe behaviors around water, I feel like a good parent," and "knowing my children will be safe around water is important to me."

Perceived behavioral control, was assessed by asking participants to agree or disagree with questions regarding their ability to control the water safety education their children receive. Sample questions included: "I feel confident that my children will be safe around water," "Teaching my children about water safety is my responsibility," and "Preparing my children for potential water safety incidents will protect them in the event of an accident."

Subjective norms were tested by asking participants their opinions regarding the expectations of important people in their lives (spouses, friends, other parents). Again, parents were asked to agree or disagree with various statements. Sample questions include: "people who are important to me think that I should teach my kids to be safe around water" and "when my children practice safe behaviors around water, others perceive me as a good parent."

Lastly, participants were shown three images from the previous content analysis (ABCDs of Water Safety, YMCA Swimming Lessons, and Where's Your Child) to gather information about their opinions of communications or advertisements regarding water safety or water safety education. Specifically, parents selected how each piece made them feel, and shared their opinion on whether or not they thought other parents would be motivated to act after viewing each ad.

RESULTS AND DISCUSSION

The survey was completed by 104 participants, and results largely supported the prediction that parents feel water safety is an important issue, and that they want their children to receive water safety education. Approximately 87% (90 participants) were parents while 13% (14 participants) were non-parents. Non-parents saw a shorter version of the survey as the survey targeted parents, but non-parent opinions could be used in the advertisement analysis at the end of the survey. Please see Appendix C, for the complete survey given to parents (p.74), and for

the abbreviated, non-parent survey (p. 85).

Of the survey participants, 95% (73 people) reported Caucasian as their race (compared to Grand Rapids population in 2012 = 93.5% Caucasian, (Luken & Ogle, 2014)), and 47% (33 people)

Table 7 Participant Age		
Age	N = 103	%
18-29	25	24%
30-49	53	51%
50-64	24	23%
65 and older	1	1%

reported a household income of \$100,000 or more, which according to Luken and Ogle (2014) is far above the average in Grand Rapids (~42K). The majority of participants (51% or 53 people) were in the 30-49 age group (Table 7), which aligns with the residents of Grand Rapids, MN, who in 2012 had a median age of 45.9 years (Luken & Ogle, 2014). In all, the demographics of this survey's participants are similar to that of Grand Rapids in 2012, but not an exact match.

Parents with children younger than 18 years of age (58 survey participants) reported varying amount of time spent around water in the summer, anywhere from "none" to "a lot" to "daily." The majority of participants reported that their families will spend 3-4 days per week around some body of water (pool, lake, river, etc.).

TABLE 8 How much time does your family spend around water in the summer?		
	Number of visits	Total = 58
Very low	0-15 visits/summer	10
Low	16-30 visits/summer	9
Medium	31-45 visits/summer	22
High	46-60 visits/summer	13
Very High	61 visits/summer	4

Given that these families spend a great deal of time around water (Table 8), it is not surprising that most of their children have received some sort of formal water safety education. In fact, 87% responded that their children had already received swimming lessons, but many

responded that they'd like their children to participate in further water safety education (Table 9), like more swimming lessons, boating and/or watercraft safety training, general pool safety, drowning education, water rescue, CPR training, or "anything that will scare the crap out of him so he's not so wreckless [sic]." This means that there is a need for further water safety education, which the ACE is already planning to provide via Water Safety Days. Although Water Safety Days isn't specifically an event that teaches children to swim, there are many other important lessons that Rangers will cover, like the importance of life jackets, boat safety, and general water safety/swimming best practices. Programs are designed to get kids familiar with safe behavior around water, so that safe behaviors come naturally once they're back at home, at the pool, or at the cabin or lake.

TABLE 9 Types of Water Safety Education parents would like their children to receive		
Desired Education	N=69	%
Swimming Lessons	17	24.64%
Pool Safety	14	20.29%
Drowning Education	9	13.04%
CPR Training	8	11.59%
Boat/Watercraft Safety	7	10.14%
Other	7	10.14%
All	4	5.80%
Water Rescue	3	4.35%

By far, the most common type of safety education advertising that participants saw in their towns were for swimming lessons, either private, or through community education/public facilities like the YMCA. A few (4 respondents) reported seeing advertisements for boat/watercraft safety.

Another important insight is that parents listed channels like local/community newspapers (58%), direct mail pieces (42%), and flyers/posters hanging at fitness centers (41%)

as the most common ways they are informed about water safety education opportunities. If this is where parents are looking to be informed, then the ACE needs to start building relationships with these types of organizations. Twenty respondents (28%) said they have seen water safety education advertisements online, but the survey did not allow for further explanation of specific websites. Further research could be conducted to see where parents spend time online (social media, news sites, shopping, blogs, etc.) to determine where online advertisements could be placed for maximum impact.

The next set of questions looked at parent attitudes toward practicing safe behaviors around water, and also their attitudes toward their children's behavior around water. The idea being that if parents have a positive attitude toward safe behavior, they are more likely to actually practice safe behavior (and encourage their kids be safe, as well). Parents were asked to rate the degree to which they agree or disagree with a series of statements. The average values are displayed in Table 10.

Table 10 Attitude Toward Behavior Questions				
	Average Value (1=strongly disagree, 5=strongly agree)			
Question	Children = 13-18 years old N=8	Children = 5-12 years old N=24	Children = 0-4 years old N=37	All (Children = 0-18 years old) N=69
Teaching my children about water safety is my responsibility	4.22	4.43	4.47	4.3
I'd rather my kids learn about water safety from an expert	3.89	3.79	3.61	3.89
Drowning poses a significant threat to my children	3.25	3.42	3.59	3.41
I feel confident that my children will be safe around water	3.5	3.29	3.24	3.55
Knowing my children will be safe around water is important to me	4.5	5	4.84	4.74
I worry about my children around water	2.25	2.46	2.5	2.29

Overall, these results show that parents feel pretty strongly that water safety is important, that they want to protect their children, and many parents agree that drowning poses a significant threat. Parents feel that it is their own responsibility to educate their children, and are more ambivalent as to whether or not they learn from an ‘expert.’ The important thing is that children learn to behave safely around water, regardless of who teaches them - be it a trained professional or the parents themselves. The idea of ‘taking a responsibility off of parent’s plates’ or ‘depending on trained professionals to teach water safety’ could become key messages in Water Safety Days communications.

Table 11 Perceived Behavioral Control Questions				
Question	Average Value (1=strongly disagree, 5=strongly agree)			
	Children = 13-18 years N=8	Children = 5-12 years N=24	Children = 0-4 years N=37	All (Children = 0-18 years) N=69
When my family is around water, my children wear life jackets	2.75	2.68	2.47	2.49
When my family is around water, I wear a life jacket	2.38	2.08	1.82	1.97
I consider myself an expert in water safety practices	2.89	2.89	3.11	3.04
Teaching my children about water safety would greatly reduce their susceptibility to water related accidents	4.56	4.71	4.5	4.44
Preparing my children for potential water safety incidents will protect them in the event of an accident	4.35	4.52	4.49	4.43
I practice safe behavior around water	4.44	4.75	4.53	4.51

Compared to their opinions regarding the importance of water safety, parents feel slightly less confident that their kids will be safe around water (Table 11), regardless of the children’s age. This lack of confidence could be a result of their own perceived behavioral control. Most parents do not consider themselves experts in water safety, nor do they regularly practice safe behaviors



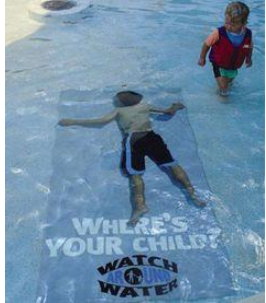
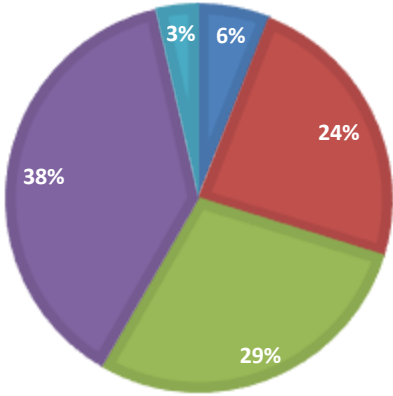
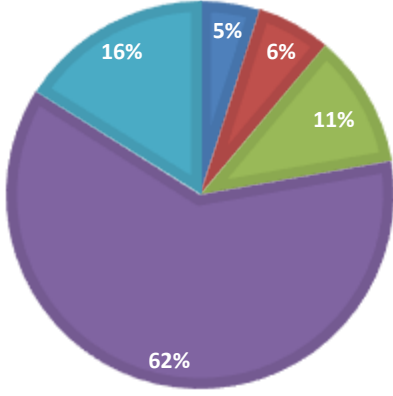
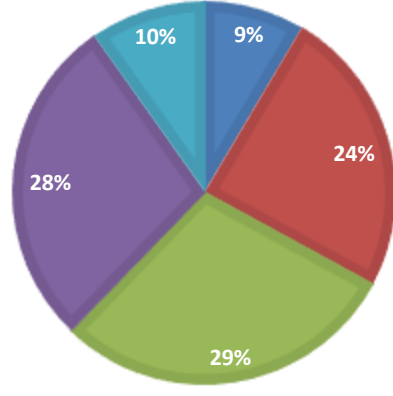
(ie. wearing a life jacket) around water. Because parents agree fairly strongly that teaching their children about water safety issues will reduce their susceptibility to accidents, they are likely to enroll their children in educational activities that will help protect children in the event of an accident. They'll just need to know that this option is available through Water Safety Days, which is where a strategic communications plan will be important.

Table 12 Subjective Norm Questions				
	Average Value (1=strongly disagree, 5=strongly agree)			
Question	Children = 13-18 years N=8	Children = 5-12 years N=24	Children = 0-4 years N=37	All (Children = 0-18 years) N=69
People who are important to me think that I should teach my kids to be safe around water	3.89	4.18	4.13	4.11
When my children practice safe behavior around water, others perceive me as a good parent	3.88	3.83	3.84	3.75
When my children practice safe behavior around water, I feel like a good parent	4.13	4.21	4.11	4.01

In accordance with the TPB, normative beliefs (subjective norms) and behavioral beliefs together influence a person's motivation to comply with a particular behavior (Ajzen & Madden, 1986), so this study also sought to determine parent's normative beliefs regarding water safety education for their children (Table 12). Ultimately, parents agreed that important people in their lives (ie. spouses, friends, etc.) think that parents should teach their children to be safe around water. Parents were slightly more neutral regarding their own feelings of being a good parent when their children behave safely. Parents of children in separate age groups answered generally the same as the parents as a whole, as there was not much difference in the responses of parents of young children versus parents of elementary school aged kids versus parents of teens. This means that if communications for Water Safety Days target subjective norms, they may not need

to differentiate among these three audience groups. Rather, one campaign could be effective in reaching them all.

To further address subjective norms and attitudes regarding advertising and fear appeals, respondents were shown three pieces of communication used in the previous content analysis, and asked to answer one question regarding their opinions, and one question regarding the emotions each piece evoked (Table 13). The three communications were chosen because they were water safety based, and contained a low, medium, and high fear appeal, respectively.

Table 13 Parent's assessment of communications			
	ABCD's of Water Safety	YMCA Swimming Lessons	Where's Your Child?
Ad Example	 <p>(Larger image on p. 53)</p>	 <p>(Larger image on p. 73)</p>	 <p>(Larger image on p. 72)</p>
“When parents see this ad, I think they will be more likely to enroll their children in water safety education.”			
% of all parents, Agree/Disagree	<p> ■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree </p> 	<p> ■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree </p> 	<p> ■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree </p> 

Participants did not feel strongly about the *ABCDs of Water Safety* piece overall (Table 14), nor did they feel strongly that it would or would not motivate parents to enroll their children in water safety education programs. This piece does not utilize fear appeals, and it does not play on parent's beliefs or emotions

Table 14 – ABCD's This ad makes me feel:			
Answer	Average Value	Standard Deviation	Total Responses
Informed	3.12	0.88	73
Nervous	2.31	0.88	70
Encouraged	3.11	0.91	72
Fearful	2.19	0.82	70
Prepared	2.78	0.97	69
Confident	2.7	0.91	69
Hopeful	3.03	1.02	72
Positive	3.13	1.04	71

regarding their children's safety. Rather, by using a bright color scheme and a friendly looking seahorse graphic, the piece is more inviting and fun. It is strictly informational, but not overly motivating. Overall, this piece left survey participants with neutral emotions, not feeling any of the listed emotions very strongly. Designing communications similar to this for ACE's Water Safety Days will likely result in low interest in the program.

Of the three pieces presented in the survey, the *YMCA Swimming Lessons* piece elicited the strongest responses from participants (Table 15). The majority of participants (78%) agreed that this piece would be most effective on parents enrolling their children in water safety education programs. The piece features a child in the

Table 15 – YMCA Swimming Lessons This ad makes me feel:			
Answer	Average Value	Standard Deviation	Total Responses
Informed	3.51	0.79	72
Nervous	2.19	0.93	68
Encouraged	3.63	0.76	71
Fearful	2.05	0.97	66
Prepared	3.13	0.92	70
Confident	3.24	0.84	71
Hopeful	3.46	0.92	71
Positive	3.77	0.88	71

pool with a swimming instructor, presumably learning to swim. It also includes the copy: "It could save your child's life," which plants a seed of fear in the back of parent's minds, but when paired with images of a child safely enjoying the pool and learning to swim, the ad seems to be

effective. Although participants still listed neutral levels of emotions evoked for this piece, they felt slightly more strongly about this piece than the first. The strongest emotions felt were "hopeful" and "positive" which would lead to a better overall attitude toward this ad. A small amount of fear coupled with a message of efficacy is likely the most effective way to motivate parents, as opposed to Witte's suggestion that a high threat and high efficacy message is the most effective. (Witte, 1992).

Similar to the first piece, the *Where's Your Child* piece did not evoke strong feelings or emotions in participants (Table 16), though it does have the strongest and most graphic fear appeal, with the image of the child laying

face-down at the bottom of the pool. A nearly equal amount of participants felt that this piece would motivate parents to enroll their children in water safety education programs (38%) as participants who felt the exact opposite (33%). Slightly fewer participants answered neutrally (29%). Despite the even

Table 16 – Where's Your Child? This ad makes me feel:			
Answer	Average Value	Standard Deviation	Total Responses
Informed	2.63	1.02	71
Nervous	4.11	0.72	72
Encouraged	1.93	0.8	71
Fearful	4.01	1.14	72
Prepared	2.24	0.93	68
Confident	2.24	0.95	67
Hopeful	2.11	0.95	65
Positive	1.86	0.83	64

spread and neutral opinions of parents regarding water safety education enrollment, this piece evoked the strongest emotions of participants compared to the other two pieces. Participants felt nervous, and fearful, and not positive, hopeful, confident, prepared, or encouraged. Most participants agreed that this piece left them with a negative feeling. Perhaps if this ad had a stronger efficacy message (or any at all) parents would have felt it to be more effective.

LIMITATIONS AND FUTURE RESEARCH

This survey was conducted via social media, and relied on the researcher's personal network (and extended network, on account of the post being shared). As such, participants were mostly parents from the Midwest. A smarter and more effective way to reach the target audience for Water Safety Days (parents in and around Grand Rapids, MN) would have been to post the survey on websites known to have a lot of traffic from Grand Rapids residents. Time restraints and the convenience of a snowball sample were contributing factors in the decision to share the survey directly on Facebook.

The demographics of this survey's participants were similar to that of Grand Rapids in 2012, but of course were not an exact match. Survey participants had higher household incomes than Grand Rapids residents, which could alter perceptions on the importance of free water safety education for kids, on parent's values and beliefs regarding the opinions of their peers, and the amount of time parents spend around water with their kids each summer. That being said, safety is a pretty universal concern among parents, so although this study did not reach the majority of people the ACE in Grand Rapids will be targeting, results are still indicative of Midwestern parent attitudes, opinions, and beliefs on water safety education, programming, and communications. Therefore, results are still useful in planning communications for Water Safety Days.

Study 3: Parent's Motivations for Planning Summer Activities

The last piece of this research project was speaking with parents directly, to discover motivations and attitudes about communications for summer activities, and answer RQ3 *How do parents want to be informed of summer activities?* Where do they look for information? How do they want to be informed? What types of communications are they drawn to, and what pushes

them away? What are the most important things they're looking for in summer activities for their kids? The best way to answer these and other questions was to hold a focus group, as a focus group would spark discussion that would garner important insights in to a parent's thought process in planning for their children's summer activities. After researching the effectiveness of fear appeals, and parent's attitudes toward water safety in general, the focus group sought to better understand how parents plan, and whether or not fear appeals would be the right tactic for Water Safety Days communications.

Prediction: Parents seek out information about summer activities through a variety of channels, and a fear appeal utilizing EPPM constructs will be the most effective way to communicate Water Safety Days activities across those channels.

METHOD

A focus group was held on June 27, 2015 in Owatonna, MN, with the goal of better understanding parent's motivations in planning summer activities for their children. Ten participants were invited to the home of the researcher's sister in law, who is a daycare provider in Owatonna. Five women attended, including the researcher's sister-in-law. Participants were mothers of children ranging in age from 1-12 years, with one participant having two additional children over the age of 18.

Participants agreed to attend based on their availability as well as their interest in the subject of safety education and activity planning. All participants were given a confidentiality statement, were assured that they would remain anonymous (as such, participants have been given pseudonyms in the full transcript. See Appendix D, p. 92), and were asked to provide open and honest responses, and to maintain a judgement-free environment.

RESULTS AND DISCUSSION

Results partially supported the prediction, in that parents do seek communications for summer activities across a variety of channels. Results did not support the prediction that the use of fear appeals in communicating summer activities. The focus group provided many insights into a parent's thought process when planning activities for their children. Participants agreed that they consider cost, scheduling, their child's comfort level in the activity, and their own comfort level with the activity as well as the organization sponsoring the event.

Cost was mutually agreed upon as a contributing factor in whether or not to sign a child up for an activity. Although the focus group participants came from a range of average household incomes (all participants were married, but not all had jobs outside the home, so they represented both single and dual income families). They were all conscious of spending, and sought out free events in addition to events available for a fee. All participants had three or more children participating in a variety of activities throughout the summer as well as the school year, so affordability of activities for each child was an important consideration. Enrolling three kids in a week long half-day camp program that costs \$100/week adds up quickly, and not all families have the financial means to support a summer full of these types of activities. The focus group participants were all familiar with many free options in their town, and most took advantage of them on a weekly basis. Entertaining and educating their children is important, but not if it exceeds their budget. According to Claire, a vacation bible school program costing \$60-70 each week was too expensive, and the rest of the participants agreed. The ACE's Water Safety Days is a free activity, which eliminates the challenge of cost, but brings upon the challenge of parents using the program as 'free daycare' which was greatly frowned upon by the focus group

participants. In Grand Rapids, where the average income is lower, free activities will be even more important.

Another consideration is logistical: getting children to and from various activities and camps throughout the week can be a major challenge. Activities that conflict with a family's regular schedule cause parents to hesitate before enrolling. Before parents can confidently sign their kids up for an activity, they need to consider what other events they have planned for that timespan (for themselves as well as for their other children and for the family as a whole), and transportation to and from that activity. It seems that it is never as simple as drop off and pick up. The Pokegama Dam is a few miles outside Grand Rapids, so it is unlikely that children will be able to walk to bike there on their own. Transportation would need to be provided by the ACE or parents themselves, which may pose a challenge.

Focus group participants also considered the comfort level of their children when planning activities. Parents wanted their kids to attend events with friends, as opposed to 'not knowing anyone there' because they felt their children would enjoy themselves more. Sleep away camps are carefully considered, and sending two or more children from the same family is considered ideal. The whole point of signing children up for activities is so they can learn, experience, and grow as young people. If a child is uncomfortable or unhappy, the activity isn't worth the price. Communications suggesting group attendance (i.e. a Boy Scout troop) could address this issue.

The last element the focus group participants considered, which may be the most important, is their own comfort level with the activity, the organization putting on the activity, and whether or not they think their children will be safe and happy while participating. If parents don't feel that they can trust the group sponsoring the activity to keep their children safe (due to

disorganization, inefficiencies, or lack of sufficient staff), they won't sign their kids up for that activity. Participants said their kids were 'bummed' if they didn't know anyone going to a particular camp, and that they felt more comfortable sending younger children to camps or activities if older siblings could also attend. Water Safety Days could easily be transformed into a 'family and friends' event, where parents, kids, and friends could all learn safe behaviors together. Communications could be tailored to target this specific audience.

Participants reported seeking information regarding summer activities for their children through a variety of different channels, which supports the prediction. Participants said they rely on a mix of word of mouth, social media, direct mail, and e-mail communication regarding summer activities. Word of mouth from key people had the largest influence on summer plans, both spontaneous and pre-planned. Key influencers also use social media outlets (blogs and Facebook) to reach local parents, who can check for up-to-date information. The participants described a Facebook group led by a highly involved mom in their town. This woman serves as a curator, and "has a document on [the Facebook page and her blog] with a list of every Vacation Bible School in town and all the information," for example. Participants appreciated having a single place to go to both consume and share information about local events, camps, or activities. Locating key influencers and sharing information about Water Safety Days will be another way to be sure to reach parents in the Grand Rapids area. Participants also relied on friends to share information regarding events and their family's plans. One participant, June, served as the point person for the group, and she found most of her information from communications posted at or mailed from the local library.

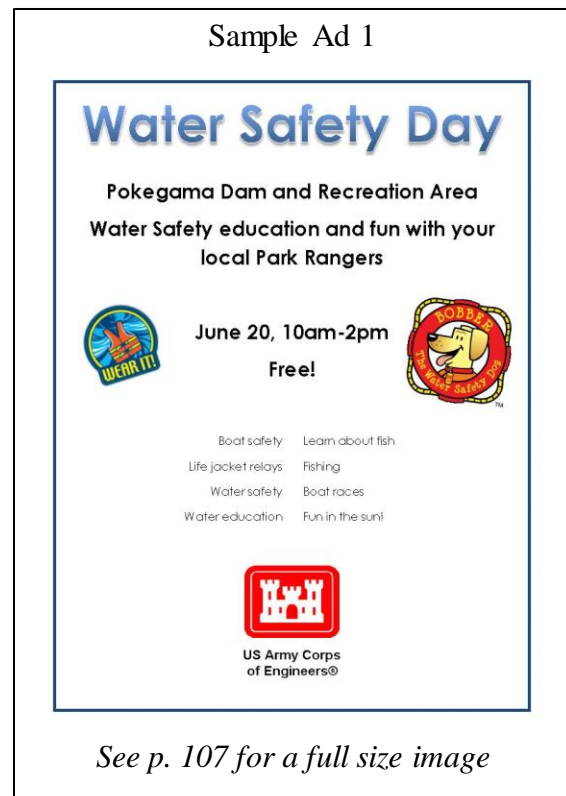
Direct mail pamphlets and e-mail reminders from community education or parks and recreation programs are also a great way to reach parents. The only issue with this medium is

timeliness. Planning and sharing communications well in advance will ensure that families in the area hear about Water Safety Days events, and follow up communications via social media, e-mail (if possible) and printed communication around town will serve to remind parents to enroll/sign up/show up.

When participants were shown Sample Ad 1 they exhibited positive reactions and attitude toward the ad. They felt that it grabbed attention by listing the potential activities, but suggested reworking the top copy to be 'less wordy.' They also wanted to draw more attention to the fact that this event is free, because that will be a big draw. Lastly, they suggested listing that this event is 'hosted by' or 'facilitated by' the ACE, because they felt that wording lends more credibility to the event because the ACE as experts in water safety. They

did not mention the use of the ACE logo or the “Bobber the Safety Dog” or “Lifejacket” graphics. Participants were more focused on the activities and the fact that this event was free, so they overlooked graphics or any persuasive tactics. This seems to be an effective ad, albeit basic and boring from a design standpoint.

When participants were shown Sample Ad 2 they were immediately drawn to the image of the ranger with the children. Participants got mixed messages from this ad. Kitty felt it was communicating that “someone got an award [and didn’t] think it [was] a free safety day.” The image made Marion feel that the event had history, and felt that they should attend. The image



made participants feel positively toward the event, because the image suggests that the event has a). been run before, b). been attended, and c). been successful. Participants were not convinced by the copy, and felt that “the words get lost.” Participants suggested adding a similar, smaller image to Ad 1, to lend credibility and to suggest a history of success with the event.



When participants were shown Sample Ad 3 their immediate dislike was apparent. They thought it looked like an ad for a “women's retreat” or “an abuse center.” The background image did not communicate a water safety event, but rather gave 'a sinking feeling' which participants did associate with drowning. The ad did not make them want to



participate in events, because it left them feeling that the program would be harsh and scary for their kids, as opposed to fun and educational. It made Marion “want to sign them [her kids] up for swimming lessons,” which suggests that the fear appeal made her enter EPPM’s danger control process, wanting to prevent the threat of drowning by ensuring her children could swim. The ad caused Kitty to enter the fear control process, as she said she “wouldn't stop to look at this” ad, and would never want her kids to see it because they'd get too scared. She'd prefer to not see the issue, so she wouldn't have to think about the consequences of not receiving water safety education. This ad definitely struck a nerve with the participants, and although they said it didn't

make them want to participate in an event like Water Safety Days, it may stick with them anyway.

LIMITATIONS AND FUTURE RESEARCH

This focus group was conducted to better understand parent's motivations and opinions of water safety education for their children. The focus group was conducted in Owatonna, MN, not Grand Rapids, MN, where the ACE events will take place. Chances are that parents living in Owatonna will have similar motivations and opinions to those in Grand Rapids, but without further study, this remains unknown. On one hand hosting the focus group with actual parents of Grand Rapids may have been more beneficial, but on the other hand, ACE will need to target multiple audiences, residents and summer visitors alike. This focus group helped identify potential venues and organizations for partnerships, and suggested the importance of key opinion leaders, which can be easily translated to the Grand Rapids area.

The ads shown did not represent the EPPM fully, as Ad 1 and Ad 2 contained no threat, and Ad 3 contained a high threat. Ad 2 could have had a low threat message, like that of the YMCA Swimming Lessons piece, which states "It could save your child's life." Similar messaging will need to be tested, to determine the potential effectiveness of including a low threat message coupled with a positive image.

An option for future research would be to speak with Grand Rapids parents, to determine if they have similar opinions on water safety education, or if they follow a similar thought process for planning summer activities for their families. It would also be interesting to conduct an experiment looking at parent water safety behavior after being exposed to one of the three sample ads.

CONCLUSION

Previous research has indicated that the EPPM is an effective way to create fear appeals that motivate consumers to change attitudes or behaviors. Fear appeals with high levels of perceived threat and high levels of perceived efficacy produce message acceptance (Witte, 1992), and are an effective way of communicating task-based safety messages (i.e. buckle up, don't do drugs, wear your life jacket). The research performed for this capstone project does not support fear appeals with high threat/efficacy messages as an effective way to communicate information pertaining to children's safety activities or events, but rather suggests focusing on the activities themselves. When communications make parents feel that their children will have fun while learning, parents feel more secure in having their children participate in that activity.

The content analysis showed that fear appeals aren't used as recommended by the EPPM in many safety communications, especially those communicating about specific events. This may mean that fear appeals are not the correct tactic to use when communicating about events, and that fear appeals are more suited for health and safety information. If an organization is delivering an important safety message, they should consider using a fear appeal. If instead they're trying to get kids and families interested in an educational event, scaring them isn't the right tactic. Rather, event promotions should be brief, easy to consume, focused on the activities, and fun overall.

Parents protecting their children is universal, and the survey showed that parents feel that when their children receive formal safety education, they are more likely to practice safe behavior. Parents feel like better parents when their kids behave safely, and agree that safety education, especially around water, is important. Minnesota families spend a lot of time around water, and parents believe that when children go through swimming lessons in particular, they'll

be safe around water. Survey participants responded most strongly and positively to the YMCA Swimming lessons ad, feeling that this ad would motivate other parents to enroll their children in some sort of safety education program. Their positive response is likely based on many elements of the ad itself. It shows a child learning to swim, hints at fear and efficacy in the copy, and makes consumers feel that the child is enjoying himself while learning to be safe. This is what parents ultimately want from a safety program - the learning of important skills in a fun and comfortable environment.

After better understanding parents' opinions on water safety education, the focus group allowed for deeper insights into the process parents go through to plan their children's summer activities. Parents seek out information regarding summer activities in a variety of places, and are motivated by cost, timing/logistics, and comfort levels. The focus group showed that parents want to see things on social media. Parents look to key influencers, almost like they have 'insider information' because most parents feel that they don't have the time or energy to know it all. They appreciate someone else curating it for them, removing one task from their busy agendas. That means it will be important to make the communications easy to access, by posting them in convenient places (i.e. Visit Grand Rapids, Chamber of Commerce, Library, Facebook). Timing is also important, both the timing of the advertisements, and the timing of the program. The focus group participants were not in favor of using high threat fear appeals, and felt they'd be more responsive to informational communications, which supports the findings of the content analysis.

The results of these studies showed that high threat fear appeals, though effective in certain scenarios, will not be the right route to take for Water Safety Days. Instead, the ACE

communications should showcase a positive and fun learning environment, as well as the importance of safe behavior around water.

RECOMMENDATIONS FOR THE ACE

A Re-introduction to Grand Rapids

Although residents of Grand Rapids are familiar with the dam and park that lies just outside town, they're unfamiliar with the educational opportunities the ACE has to offer, because the ACE has yet to share. The research conducted for this project was specifically aimed at parents, but parents are just one of multiple audiences in the Grand Rapids community that the ACE needs to reach. This means that the ACE should determine which audiences they want/need to reach, and begin to create tailored messages that the ACE is a trusted authority in water safety education. Additional audiences could include key influencers in the Grand Rapids area, potential business partners, foundations (for potential funding opportunities), and ACE staff. For each potential audience, the ACE should consider many factors, including:

- Defining the audience's characteristics
- Listing any barriers or challenges in reaching this audience
- Defining a communication objective
- Outlining key messages
- Decide on the best medium/channel
- Plan timelines for long and short term communication

By pre-planning communications that will reframe the local opinion of the ACE brand and inform the community of their new offerings, the ACE will maximize time and effort, while fostering relationships that will make it possible to execute a successful program in 2016. A sample plan for a specific audience is available on page 45.

Sample Communications Plan for Parent Audience Segment:

AUDIENCE SEGMENT - PARENTS		
VISITORS	MAJORITY	WATER ENTHUSIASTS
Parents visiting Grand Rapids, looking for activity options for their children that fit in to a packed vacation schedule.	The bulk of parents in Grand Rapids, seeking affordable, fun, and different activities for their children.	Grand Rapids parents who are already active in water recreation. Looking to involve children in fun activities.
BARRIERS -Hard to reach -Busy schedules -Preplanned weekends -They're not in GR to visit the dam	BARRIERS -Summers are hyper-scheduled -They don't associate the ACE with kids -May/may not spend lots of time around water	BARRIERS -Already safety conscious -Will come to participate in activities, not to learn new information
COMMUNICATION OBJECTIVE: AWARENESS Tell them why they should consider the ACE in their weekend activities	COMMUNICATION OBJECTIVE: CHANGE PERCEPTION OF BRAND IMAGE Show them that the ACE is a valid and valued educational organization	COMMUNICATION OBJECTIVE: ACTION/ENGAGEMENT/ PARTICIPATION Motivate them to come out and have fun
KEY MESSAGES -The ACE is an option! -We'll entertain and educate your kids... for free. -Make safety the norm on vacation and at home.	KEY MESSAGES -The ACE knows its stuff, and wants to share that knowledge. -Everyone can stand to learn a bit more about safety. -You can't be too safe.	KEY MESSAGES -The ACE wants you to be safe on all of your adventures. -Make safe behavior your natural go-to. -Be safe doing all the cool stuff you do.
MEDIUM/CHANNEL -Printed advertisements in hotels, visitor's bureau, and popular restaurants. -Online, on frequently visited GR travel information sites. -Social (Facebook)	MEDIUM/CHANNEL -Printed advertisements around town, ex. Schools, YMCA -Community Ed activity booklet -Online, on frequently visited GR community information sites. -Social (Facebook)	MEDIUM/CHANNEL -Printed advertisements around town, ex. Schools, YMCA -Sporting goods stores -Online -Social (Facebook)
TIMING -Start communicating in Spring, when people are thinking about travel plans.	TIMING -Winter/Spring, reach parents when they're starting to think about summer plans. -Send pamphlets home from school in March/April, and again in May/June	TIMING -Spring/Early Summer, when families are thinking about adventures -Summer, when families are out and about on various water-related adventures.

Similar plans should be created for each audience segment. This will allow the ACE to see the big picture of their communications plan, and keep everything on-message and on-track.

Get Out There, Get Social

The ACE needs to start using social media. During the off season, the park ranger should work on building an online presence for the ACE. This is an excellent way to increase visibility for the ACE, and to promote water safety education options. Use social media (namely Facebook) as a tool to reach parents. This is a channel that parents want to use for communication and information, so the ACE should meet their potential audiences there. Remember to focus on positive messaging and exciting images to promote an all-around welcoming atmosphere for education.

A Time and a Place for Fear Appeals

When communicating about events, the ACE will need to make them sound fun and educational, as opposed to scary. Highly threatening fear appeals aren't the right type of messaging in these cases. ACE communications for Water Safety Days should showcase the activities the kids will do in a fun way, not a scary way. Communicating events using fear makes parents feel like the event itself will be scary. They're not going to sign up for that. When communicating facts or messages specific to drowning prevention, fear appeals will be effective. The ACE already does this, and should continue.

Think Outside the Box

The last recommendation for the ACE is to start thinking differently about Water Safety Days. The ranger in Grand Rapids might not be able to offer the same type of programming as he has in the past, since this campground is vastly different from many other ACE parks. This creates a perfect opportunity to set Grand Rapids apart from other parks. In order to bring in new

audiences, they may need to step outside what the ACE has always done. Reaching out to different audiences and offering water safety education in a variety of formats will be key. If the ACE can be flexible, they'll reach more people and ultimately bring in more participants.

The research for this project may be complete, but the work is only beginning for the ACE. After taking in all of the learnings from this research, and applying the recommendations, the ACE is sure to create educational and fun Water Safety Programming that will attract children and parents alike. Communications targeted to specific audiences with messages that evoke an appropriate level of fear will be a great asset in increasing awareness and participation in events next summer and beyond.

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Appendix A – Content Analysis Coding Spreadsheets

Combined Coding Sheets - Researchers 1 and 2														
Name of Ad	Safety Topic	Type	Does the message contain fear?	Does the message contain a threat?	Are you susceptible to the fear/threat?	How severe is the fear/threat?	Is there a message of efficacy?	Where is the message located on the piece?	What fonts/colors are used?	Is the overall feeling of the piece positive or negative?	What characters are present?	What emotions does the piece evoke?	What is the theme of the piece?	Semantics - any strong or weak words in relation to the over sentiment of the sentence.
ABCds	Water	Flyer	no fear	no threat	no susceptibility	no severity	low efficacy	All over	Red, White, Blue	positive	Seahorse	Indifference	be safe around water	x
Antispeed 30mph	Car	Print	high fear	low threat	susceptibility	low severity	low efficacy	All over	Black, White	negative	kid/skull	fear	drive the speed limit	die
Are You Next?	Water	Flyer	low fear	high threat	susceptibility	low severity	low efficacy	Top/center	Yellow, black, red	negative	Adult	fear	wear a lifejacket	drowning victims
Bike Helmet	Bike	Social	no fear	no threat	no susceptibility	no severity	low efficacy	Top	White, Yellow	positive	Child	Indifference	Wear a helmet	x
Boating Education	Water	Poster	no fear	no threat	susceptibility	low severity	low efficacy	All	Black, Red	positive	Families	happy	safe = fun	accident fatalities
Bullying	Other	Print	low fear	low threat	susceptibility	low severity	high efficacy	All	Black, White	negative	None	Sad	Teach your kids to help stop bullying	dumb, trash
Car Seat	Car	Social	no fear	no threat	susceptibility	no severity	no efficacy	Top	Blue, Yellow	positive	Child/Adult	Indifference	Check your car seat	x
Cleaning Supplies	House hold	Social	no fear	no threat	susceptibility	no severity	no efficacy	Top	Green, Yellow	positive	Toddler	Indifference	Move your cleaning and laundry supplies out of reach	x
Cold Water Deadly	Water	Print	low fear	low threat	susceptibility	low severity	low efficacy	Bottom	White	negative	adult	fear	wear your lifejacket	shock deadlier kills
Community CPR	Water	Poster	no fear	no threat	susceptibility	low severity	high efficacy	All over	Blue, Red	positive	Adults	indifference	CPR safety	Safe a Life.
Distracted Walking	Other	Social	no fear	no threat	susceptibility	no severity	no efficacy	Bottom right	Red	positive	teen	indifference	Pay attention when you walk	x
Drowning Prevention	Water	Flyer	no fear	no threat	susceptibility	no severity	low efficacy	All over	Blue, White	positive	None	mindful	prevent drowning	protection, survival
Drowning Survival	Water	Flyer	no fear	no threat	susceptibility	no severity	low efficacy	All over	Red, white	positive	none	mindful	how to save someone drowning	drowning, emergency, rescue, life support
Eyes on the Kids	Water	Print	no fear	no threat	susceptibility	no severity	low efficacy	Top	Blue	negative	One Kid/Two Adults	Indifference	Pay attention at the pool.	water watcher
Fishing Spot	Water	Print	low fear	low threat	susceptibility	low severity	low efficacy	Middle	White	negative	None	worry	Let people know where you are when you are on the water.	no hope
Food Infographic	Other	Social	no fear	no threat	susceptibility	low severity	low efficacy	top	Red, Green, Blue	positive	x	indifference	lots of ways to be safe	x
Look Before You Leap	Water	Print	no fear	no threat	susceptibility	no severity	low efficacy	Middle/Low	White	positive	Two Adults	Indifference	Look before you jump into the water	x
Mount TV	House hold	Social	no fear	no threat	susceptibility	no severity	low efficacy	Top	Blue, Yellow	positive	Child	Indifference	Mount your TV.	x
One Inch	Water	Outdoor	low fear	low threat	susceptibility	low severity	no efficacy	Top 1/2	White, Red	negative	rubber duck	fear	Be mindful of all water.	drown
Put Medicine Away	House hold	Social	no fear	no threat	susceptibility	no severity	low efficacy	Top	Green, Yellow	negative	Child/Adult	Indifference	Lock up your medicine.	x
Respect	Water	Flyer	low fear	low threat	susceptibility	low severity	no efficacy	Top right	Orange, blue	positive	Adult	fear	respect the water	drowning
Save a Life	Water	Print	no fear	no threat	susceptibility	no severity	low efficacy	All over	Blue, White	negative	kid/teacher	indifference	CPR saves lives	save a life
Skin Cancer	Other	Print	low fear	high threat	susceptibility	low severity	low efficacy	All over	White	negative	woman	fear	wear sunscreen	cancer
Smoke Alarms	House hold	Social	no fear	no threat	susceptibility	no severity	low efficacy	Top Right	Blue, Green	positive	Parents/baby	indifference	Check your smoke alarm	x
Splash!	Water	Flyer	no fear	no threat	susceptibility	no severity	low efficacy	All over	Blue, Yellow	positive	None	indifference	Prepare for summer and water safety	drowning
Stupid Helmet	Bike	Print	low fear	low threat	susceptibility	high severity	high efficacy	All over	Black, White	negative	teen	fear	wear your helmet	stupid injured crippled brain damage
Water Bottle	Other	Social	no fear	no threat	susceptibility	no severity	low efficacy	Top Right Corner	Red	positive	teen	indifference	Don't forget to bring a water bottle along	x
Water Safety	Water	Flyer	low fear	low threat	susceptibility	low severity	high efficacy	All over	Blue, Red	negative	None	indifference	be safe	drown, death
Where's Your Child?	Water	Outdoor	low fear	low threat	susceptibility	low severity	high efficacy	Bottom	White	positive	Child	fear	Watch your kids in the pool.	Asking the direct question, 'Where's your Child?' put the threat at home. It could be your kid if you aren't careful.
YMCA	Water	Print	no fear	no threat	susceptibility	low severity	low efficacy	Top 1/3	Blue	positive	Kid/teacher	mindful	Get swimming lessons for your kids.	Get swimming lessons for your kids.

Coding Sheet - Researcher 1															
0= No 1= Yes 2= None 3= Some 4= High	Type	Is there a threat of fear?	Is there a strong message at?	Is there a strong message as a component?	Is there a strong message as a component?	Is there a strong message as a component?	Is there a strong message as a component?	Is there a strong message as a component?	Is there a strong message as a component?	Is there a strong message as a component?	Is there a strong message as a component?	Is there a strong message as a component?	Is there a strong message as a component?	Is there a strong message as a component?	Semantics
ABCs	Flyer	Water	0	0	0	0	0	0	0	0	0	0	0	0	be safe around water x
Antispeed 30mph	Print	Car	1	2	1	2	1	2	1	2	1	2	1	2	drive the speed limit die
Are You Next?	Flyer	Water	1	2	1	2	1	2	1	2	1	2	1	2	wear a lifejacket drowning victims
Bike Helmet	Social	Bike	0	0	0	0	0	0	0	0	0	0	0	0	Make kids safe x
Boating Education	Poster	Water	1	1	1	1	1	1	1	1	1	1	1	1	safe = fun accident fatalities
Bullying	Print	Other	1	2	1	2	1	2	1	2	1	2	1	2	childhood bullying happens often dumb, trash
Car Seat	Social	Car	0	0	0	0	0	0	0	0	0	0	0	0	make kids safe x
Cleaning Supplies	Social	Household	0	0	0	0	0	0	0	0	0	0	0	0	make kids safe x
Cold Water Deadly	Print	Water	1	2	1	2	1	2	1	2	1	2	1	2	wear your lifejacket shock death kills
Community CPR	Poster	Water	1	2	1	2	1	2	1	2	1	2	1	2	Learn to save a life save life
Distracted Walking	Social	Other	0	0	0	0	0	0	0	0	0	0	0	0	make kids safe x
Drowning Prevention	Flyer	Water	0	0	1	1	1	1	1	1	1	1	1	1	prevent drowning protection, survival
Drowning Survival	Flyer	Water	1	1	0	0	0	0	0	0	0	0	0	0	how to save someone drowning, emergency, rescue, life support
Eyes on the Kids	Print	Water	0	0	1	1	1	1	1	1	1	1	1	1	its all fun and games until someone gets hurt water watcher
Fishing Spot	Print	Water	1	2	1	2	1	2	1	2	1	2	1	2	strength in numbers no hope
Food Infographic	Social	Food	0	0	1	1	1	1	1	1	1	1	1	1	lots of ways to be safe x
Look Before You Leap	Print	Water	0	0	0	0	0	0	0	0	0	0	0	0	need to be careful when swimming x
Mount TV	Social	Household	0	0	0	0	0	0	0	0	0	0	0	0	make kids safe x
One Inch	Outdoor	Water	1	2	1	2	1	2	1	2	0	0	0	0	drowning down
Put Medicine Away	Social	Household	0	0	0	0	0	0	0	0	0	0	0	0	make kids safe x
Respect	Flyer	Water	1	1	1	2	1	1	1	2	0	0	0	0	respect the water drowning
Save a Life	Print	Water	0	0	0	0	0	0	0	0	1	1	1	2	CPR saves lives save a life
Skin Cancer	Print	Health	1	2	1	2	1	2	1	2	1	2	1	2	wear sunscreen cancer
Smoke Alarms	Social	Household	0	0	0	0	0	0	0	0	1	1	1	1	make kids safe x
Splash!	Flyer	Water	0	0	0	0	0	0	0	0	1	1	1	1	prevent drowning drowning
Stupid Helmet	Print	Bike	1	2	1	2	1	2	1	2	1	2	1	2	wear your helmet stupid injured crippled brain damage
Water Bottle	Social	Other	0	0	0	0	0	0	0	0	1	1	1	1	make kids safe x
Water Safety	Flyer	Water	1	2	1	2	1	2	1	2	1	2	1	2	be safe drowning, death
Where's Your Child?	Outdoor	Water	1	2	1	2	1	2	1	2	1	2	1	2	watch kids in water x
YMCA Swimming Lessons	Print	Water	0	0	1	1	1	1	1	1	1	1	1	1	Teach your kid to swim save your child's life

Appendix B – Content Analysis Communications

ABCDs

Live by the ABCDs of Water Safety

A Adult Supervision, **A**lways Swim With **A** Buddy

B Bathrooms, **B**ackwards, **B**arriers, **B**each, & **B**oating Safety

C Classes: Swim & **C**PR Lessons, **C**anal Safety

D Drain Safety & **D**riving Safety

Be Water Smart!

Exciting Volunteer Opportunities Available

Contact Us
Palm Beach County
Board of County Commissioners
Drowning Prevention Coalition
of Palm Beach County
405 Pike Rd., WPB, FL 33411
(561) 616-7068
www.pbcgov.com/dpc

Palm Beach County Florida
Drowning Prevention Coalition
Palm Beach County
Palm Beach County Fire Rescue
Children's Services Council
Palm Beach County
Healthy. Safe. Strong.

Buddy

QR Code

http://www.pbcgov.com/drowningprevention/water_safety_abcd.htm

Antispeed 30mph



https://twitter.com/nyc_dot/status/314067899079872514

Are You Next?



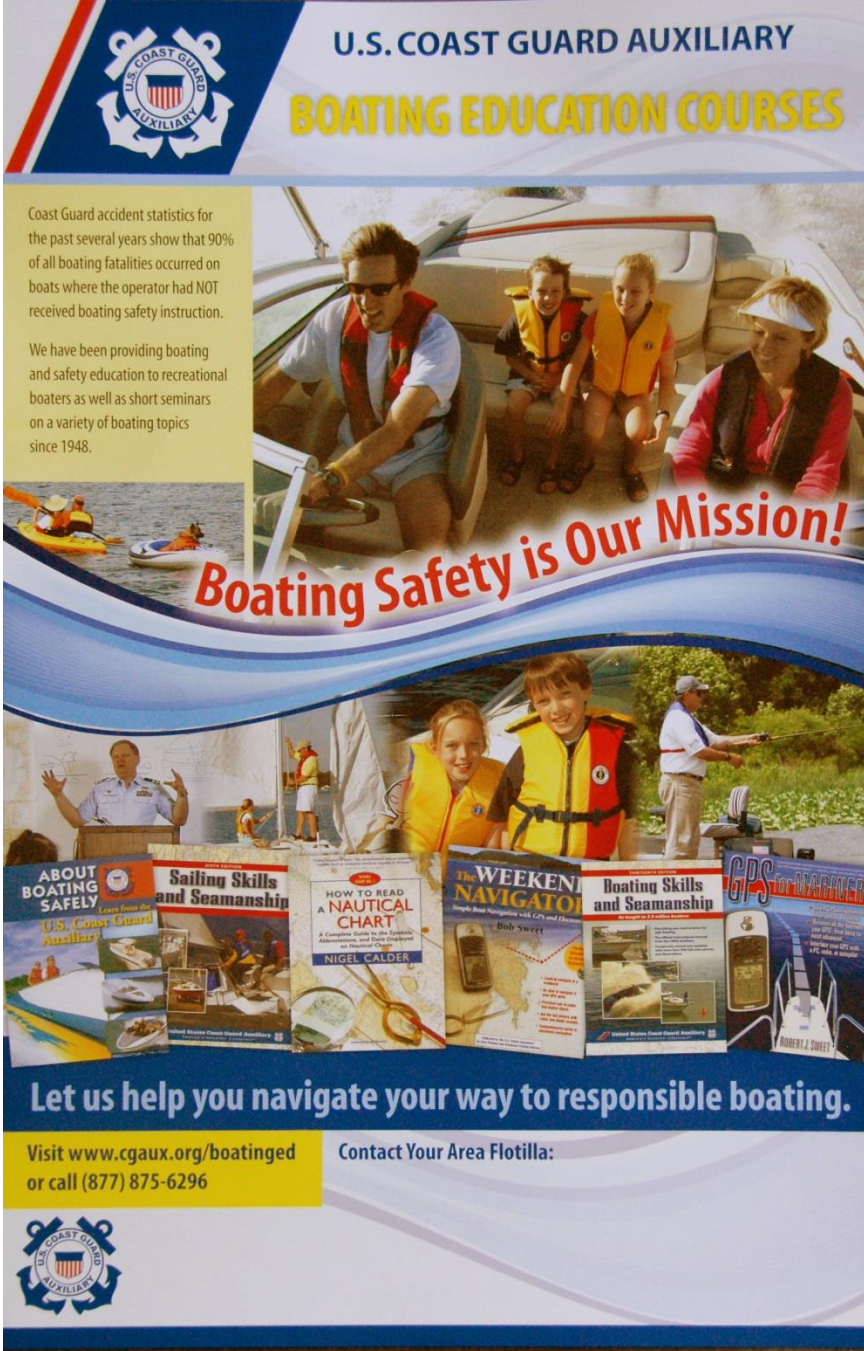
<http://www.swl.usace.army.mil/portals/50/siteimages/16x9%20Are%20You%20Next%20AD.png>

Bike Helmet



<http://www.safekids.org/skd2015/node/8>

Boating Education



U.S. COAST GUARD AUXILIARY
BOATING EDUCATION COURSES

Coast Guard accident statistics for the past several years show that 90% of all boating fatalities occurred on boats where the operator had NOT received boating safety instruction.

We have been providing boating and safety education to recreational boaters as well as short seminars on a variety of boating topics since 1948.

Boating Safety is Our Mission!

Let us help you navigate your way to responsible boating.

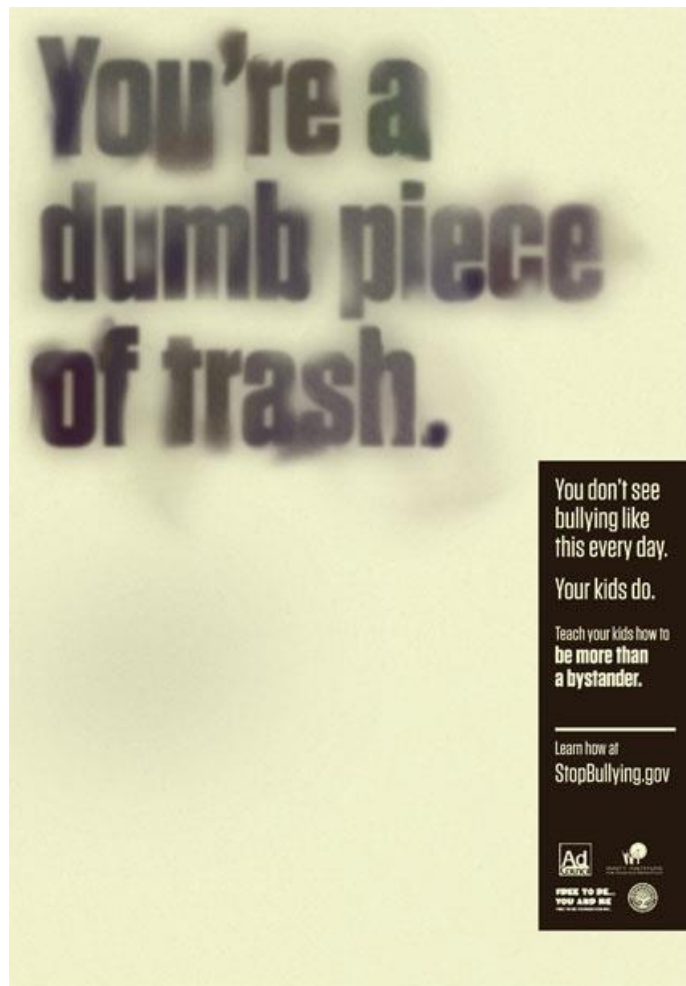
Visit www.cgaux.org/boatinged or call (877) 875-6296

Contact Your Area Flotilla:

The poster features several images: a family on a boat, a person in a kayak, a man in a uniform speaking at a podium, and a row of brochures including 'ABOUT BOATING SAFELY', 'Sailing Skills and Seamanship', 'HOW TO READ A NAUTICAL CHART', 'The WEEKEND NAVIGATOR', 'Boating Skills and Seamanship', and 'GPS for Boaters'. The U.S. Coast Guard Auxiliary logo is in the top left and bottom left corners.

<http://wow.uscgaux.info/content.php?unit=E-DEPT&category=pe-brochures>

Bullying



<http://bullyingprevention.adcouncil.org/print/>

Car Seat



<http://www.safekids.org/skd2015/node/8>

Cleaning Supplies



<http://www.safekids.org/skd2015/node/8>

Cold Water Deadly



**Cold water
is deadlier
than you think**

**Protect yourself from the shock of cold water
by always wearing a life jacket.**

coldwaterkills.com



<https://twitter.com/canadasafetycsc/status/594532149967093761>

Community CPR

A poster for a community CPR event. The background is a blue-tinted image of people in the water. In the foreground, a large hand is holding a red and white life preserver. The text is overlaid on the right side of the poster.

SAVE A LIFE
**COMMUNITY CPR
FOR WATER SAFETY**

"THE LIFE YOU SAVE IS LIKELY TO BE SOMEONE YOU KNOW: A CHILD, A SPOUSE, A PARENT OR A FRIEND."

JULY 12, 2014
8:00AM - 12:00PM
CHECK IN OPENS AT: 7:45 AM
3750 W. FLAGLER STREET MIAMI, FL

BROUGHT TO YOU BY:
Fully INVOLVED MIAMI

IN ASSOCIATION WITH:
Ozzie Angelo Foundation
Promoting Water Safety
Monica Banguera
FOUNDATION
Safe Training. So much more.

REGISTER ONLINE : WWW.FULLYINVOLVEDMIAMI.ORG

THIS COURSE IS OFFERED BY THE EMERGENCY CARE & SAFETY INSTITUTE IN ASSOCIATION WITH THE AMERICAN COLLEGE OF EMERGENCY PHYSICIANS (ACEP) AND THE AMERICAN ACADEMY OF ORTHOPAEDIC SURGEONS (AAOS).

<http://www.fullyinvolvedmiami.org/wp-content/uploads/2014/07/ozziemonicaflyer.jpeg>

Distracted Walking

A poster for Safe Kids Day. It features a young girl with long dark hair, wearing a teal t-shirt and blue jeans, sitting cross-legged on a red background. To her right is the Safe Kids Day logo, which includes the text "SAFE KIDS DAY" in green and blue, "Presented by" in small text, and the Nationwide logo (a blue 'N' with a white bird) and the word "Nationwide" in black. Below the girl, on the red background, is the text "Today we talked about distracted walking." in white, and "Make today a Safe Kids Day." in yellow.

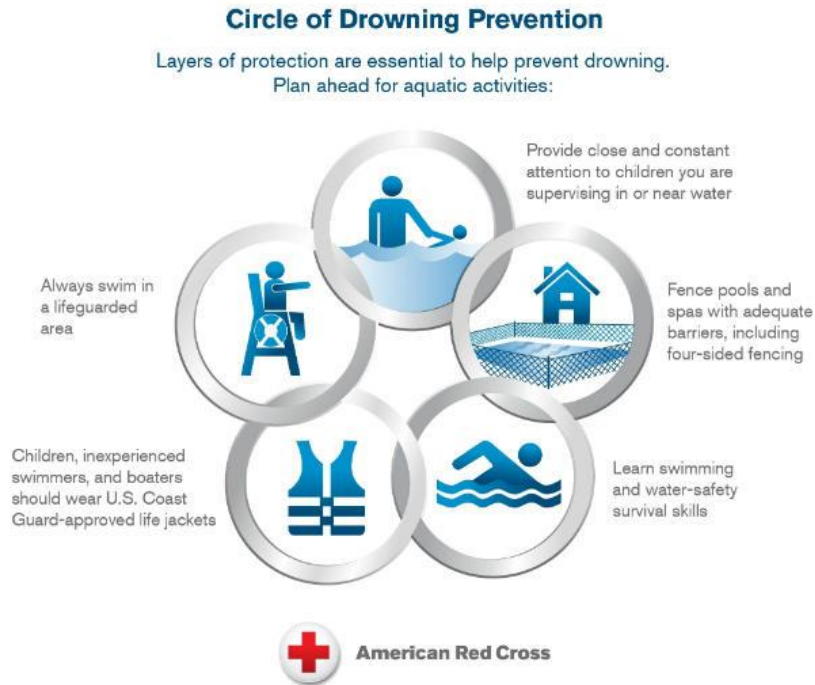
SAFE KIDS DAY
Presented by
Nationwide

**Today we talked
about distracted
walking.**

Make today a Safe Kids Day.

<http://www.safekids.org/skd2015/node/8>

Drowning Prevention



http://www.redcross.org/images/MEDIA_CustomProductCatalog/m17641018_16x20-CircleDrowningPreventionPoster.pdf

Drowning Survival



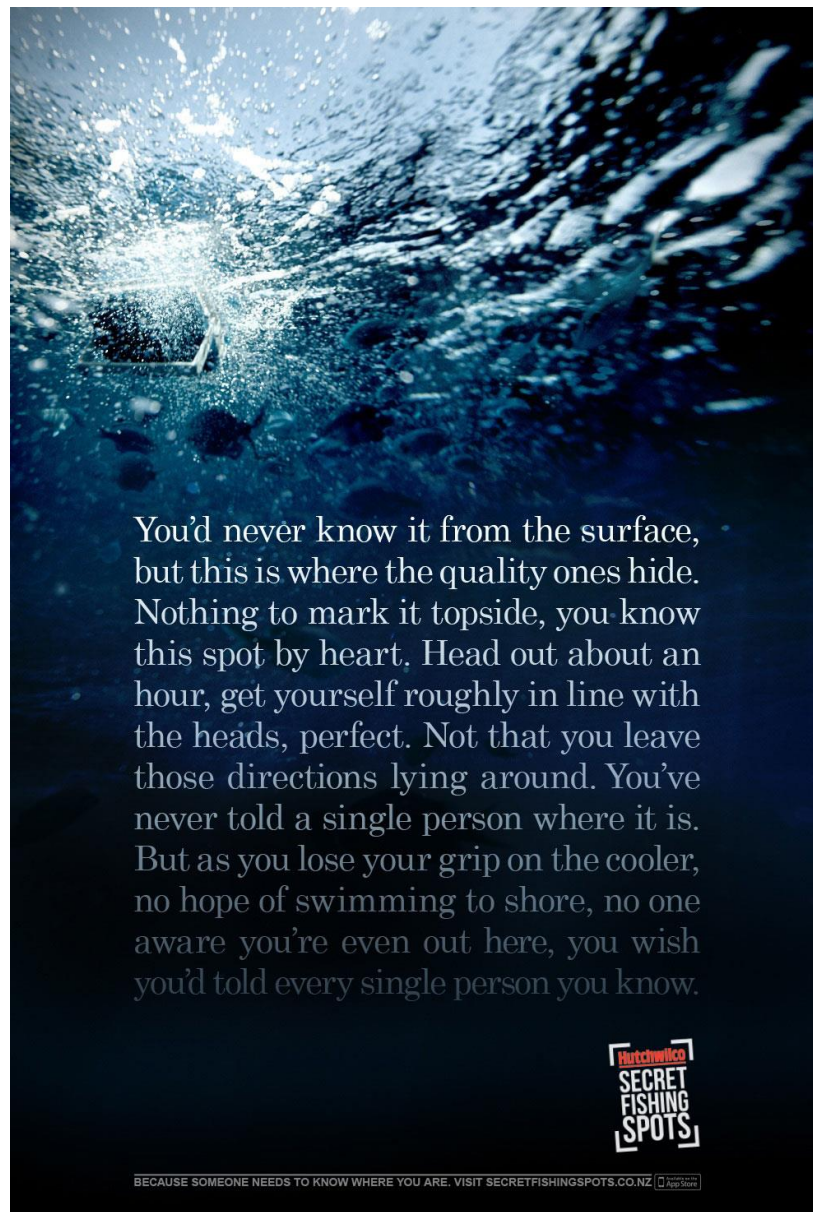
http://www.redcross.org/images/MEDIA_CustomProductCatalog/m17641017_16x20-ChainDrowningSurvivalPoster.pdf

Eyes on the Kids





<http://www.dcf.state.fl.us/programs/childwelfare/water-safety/eyes.jpg>

Fishing Spot

An underwater photograph showing a cooler floating near the surface, with sunlight filtering through the water and several fish swimming around it.

You'd never know it from the surface, but this is where the quality ones hide. Nothing to mark it topside, you know this spot by heart. Head out about an hour, get yourself roughly in line with the heads, perfect. Not that you leave those directions lying around. You've never told a single person where it is. But as you lose your grip on the cooler, no hope of swimming to shore, no one aware you're even out here, you wish you'd told every single person you know.

Hutchinson
SECRET FISHING SPOTS

BECAUSE SOMEONE NEEDS TO KNOW WHERE YOU ARE. VISIT [SECRETFISHINGSPOTS.CO.NZ](http://secretfishingspots.co.nz)  

<http://secretfishingspots.co.nz/>

Food Infographic



<http://www.foodsafety.gov/keep/events/summervacations/>

Look Before You Leap



<http://www.aquaticsandrecreation.org.au/images/data/WATER-LEAP.png>

Mount TV



<http://www.safekids.org/skd2015/node/8>

One Inch



A 3D installation of a rubber duck in water was used to launch Water Safety Week.

<http://www.coloribus.com/adsarchive/prints/water-safety-week-rubber-duck-11981905/>

Put Medicine Away



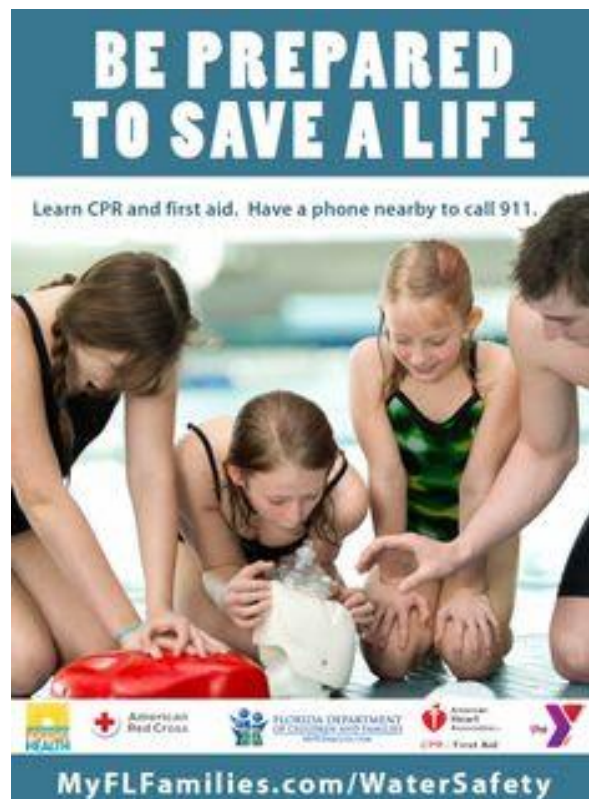
<http://www.safekids.org/skd2015/node/8>

Respect



<http://aquaticpros.org/drowning-prevention-education>

Save a Life



<http://www.myflfamilies.com/service-programs/child-welfare/water-safety-tips>

Skin Cancer



http://ephrayim.rssing.com/chan-1312346/all_p65.html

Smoke Alarms




<http://www.safekids.org/skd2015/node/8>

Splash!

SPLASH!

Summertime is here and that means
Beach and Pool Time
If you are a parent, grandparent or childcare giver
YOU NEED
to attend this lecture!

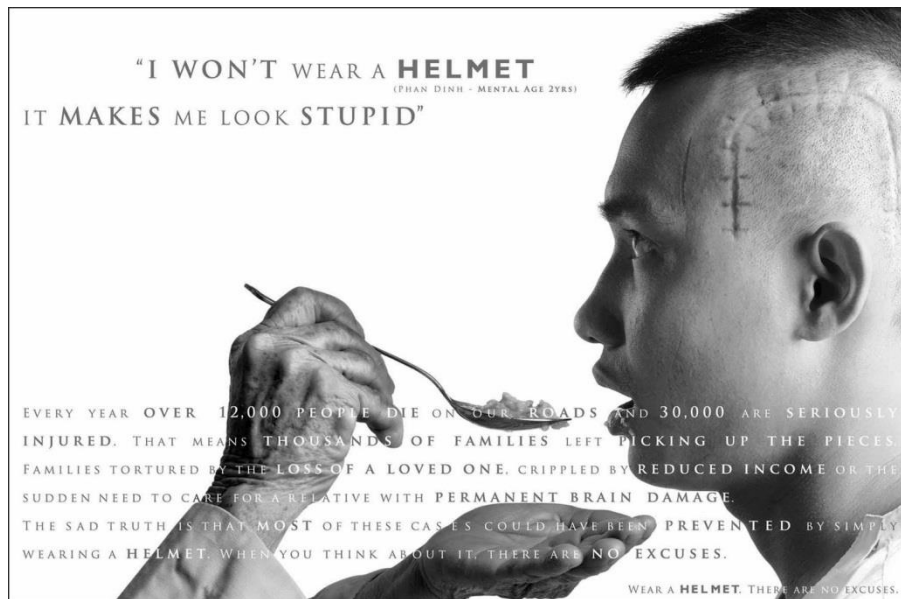
“Drowning Prevention Through Education”
First Aid CPR Demonstration



Time: 6:00 pm-7:00 pm
Date: June 25, 2013
Place: 100 Hospital Road
Brookhaven Conference Suite
(across the street from the Hospital)
Reservations required: 631-687-2900
Limited Seating
Presented by: LI Drowning Prevention Task Force
light refreshments provided for your enjoyment

http://www.sachem.edu/admin/health_info/health.htm

Stupid Helmet





<http://melbourneer.com/2014/08/29/i-dont-wear-helmet-it-makes-me-look-stupid-proof/>

Water Bottle



<http://www.safekids.org/skd2015/node/8>

Water Safety



Office of
Brooklyn Borough President
Eric L. Adams

In the U.S. every day, on average 10 people die due to drowning.
Drowning is the 2nd largest cause of death for children 14 years and younger.
Children of color drown 3x more often than their Caucasian peers.
Drowning is the leading cause of death for children 5-years and younger.
Drowning is the 2nd largest cause of death GLOBALLY.

- ★ Always swim near a lifeguard.
- ★ NEVER swim alone.
- ★ Supervise children closely, even when lifeguards are present.
- ★ Don't rely on flotation devices, such as rafts or floaties, you may lose them in the water or they may deflate.
- ★ Alcohol and other drugs and swimming don't mix.
- ★ Don't swim after dark.
- ★ Know your limits and don't push them.
- ★ Stop swimming if you hear a storm approaching; go for shelter.

For more information visit:
swimstrongfoundation.org

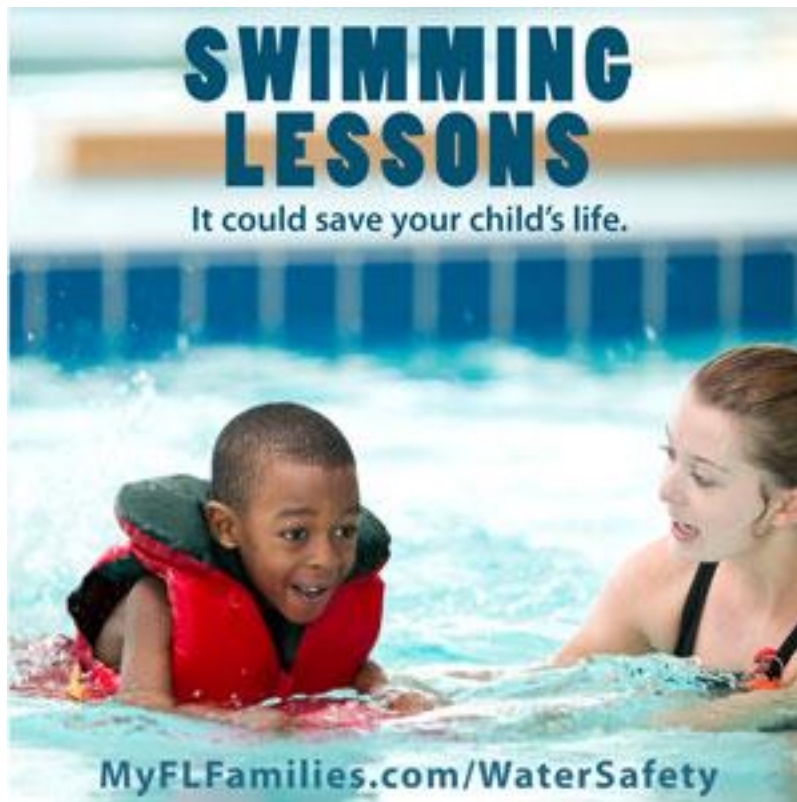
www.swimstrongfoundation.org

Where's Your Child?



http://www.cracked.com/article_20097_the-8-most-excessively-disturbing-public-health-campaigns.html

YMCA Swimming lessons



<http://www.myflfamilies.com/service-programs/child-welfare/water-safety-tips>

Default Question Block

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Sally Daly. If you have questions, you are encouraged to contact Sally at dalyx224@umn.edu or her advisor, Steve Wehrenberg, at wehre003@umn.edu.

Contacts and Questions: If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612)625-1650.

Again, thank you for your time and participation in this survey.

What is your age?

- ☐ 18-29
- ☐ 30-49
- ☐ 50-64
- ☐ 65 and older

What is your gender?

- ☐ Male
- ☐ Female

What is the highest level of education you have completed?

- ☐ Some high school
- ☐ High school graduate
- ☐ Some college
- ☐ Trade/technical/vocational training
- ☐ College graduate
- ☐ Some postgraduate work
- ☐ Postgraduate degree

What is your ethnicity?

- ☐ African American
- ☐ Asian
- ☐ Caucasian
- ☐ Hispanic or Latino
- ☐ Native American or American Indian
- ☐ Pacific Islander
- ☐ Other

What was your total household income level before taxes during the past 12 months?

- ☐ \$24,999 or less
- ☐ \$25,000-\$34,999
- ☐ \$35,000-\$49,999
- ☐ \$50,000-\$74,999
- ☐ \$75,000-\$99,999
- ☐ \$100,000 or more

Do you have children?

- ☐ Yes
- ☐ No

What are the ages of your children? (select all that apply)

- ☐ 4 years old or younger
- ☐ 5-12 years old
- ☐ 13-18 years old
- ☐ 18+

How much time does your family spend around water (lakes, rivers, pools, etc.) in the summer?

What (if any) water safety activities/programs have you seen advertised in your town?

Where have you seen advertisements for water safety in your town?

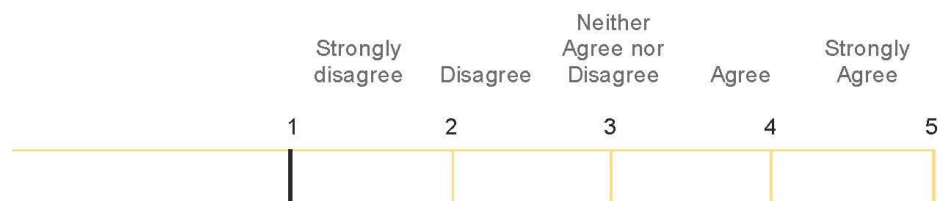
- ☐ On-line
- ☐ Local/community paper
- ☐ Stores
- ☐ Restaurants/coffee shops
- ☐ Hotels
- ☐ Items (flyer, ad, invitation) mailed to your home
- ☐ Fitness centers
- ☐ Parks
- ☐ Other

What types water safety education have your children received?

- ☐ Swimming lessons
- ☐ Boating lessons
- ☐ Pool safety
- ☐ CPR training
- ☐ Drowning education
- ☐ Water rescue
- ☐ Other

What types of water safety education would you like your children to receive?

Please use the slider to indicate the amount to which you agree or disagree with each statement.



I consider myself an expert in water safety practices.				
Teaching my children about water safety is my responsibility.				
People who are important to me think that I should teach my kids to be safe around water.				
I'd rather my kids learn about water safety from an expert.				
I practice safe behavior around water.				
Preparing my children for potential water safety incidents will protect them in the event of an accident.				
Teaching my children about water safety would greatly reduce their susceptibility to water related accidents.				

Please use the slider to indicate the amount to which you agree or disagree with each statement.

Neither

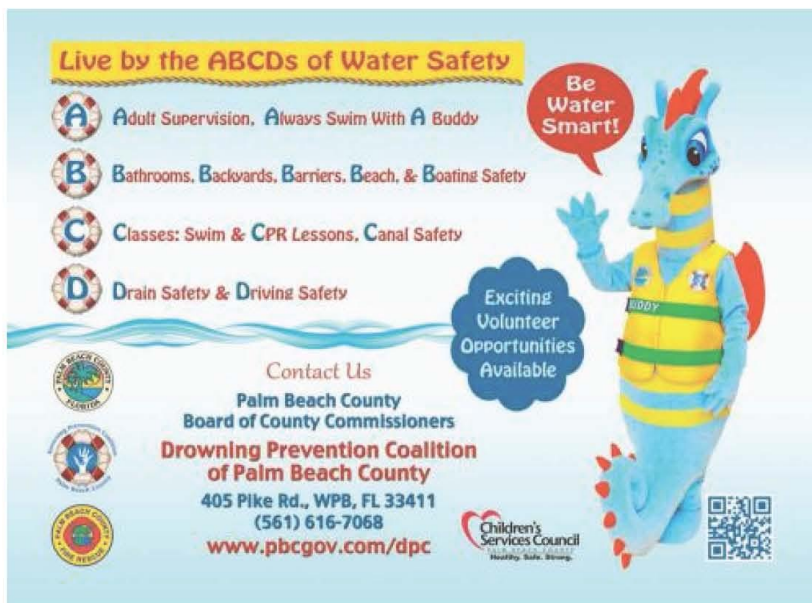
	Strongly Disagree	Disagree	Agree nor Disagree	Agree	Strongly Agree
	1	2	3	4	5
Drowning poses a significant threat to my children.					
I feel confident that my children will be safe around water.					
When my children practice safe behaviors around water, I feel like a good parent.					
When my children practice safe behaviors around water, others perceive me as a good parent.					
Knowing my children will be safe around water is important to me.					

Click to write the question text

	Not At All	Occasionally	Frequently
	1	2	3
When my family is around water, my children wear life jackets.			
When my family is			

around water, I wear a life jacket.		
I worry about my child(ren) around water.		

Please use the image below to answer the follow questions.



This image makes me feel:

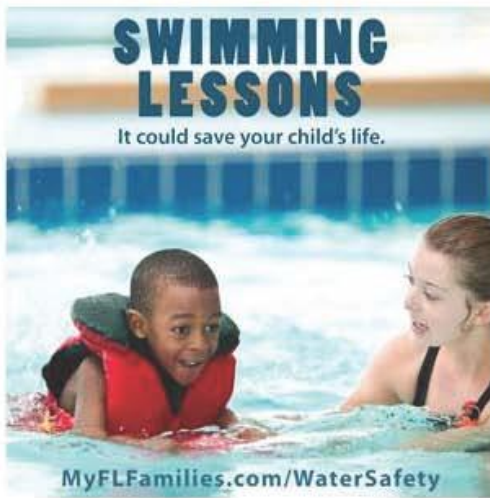
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	1	2	3	4	5
Informed					
Nervous					

Encouraged				
Fearful				
Prepared				
Confident				
Hopeful				
Positive				

When parents see this image/advertisement, I think they will be more likely to enroll their children in water safety education.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

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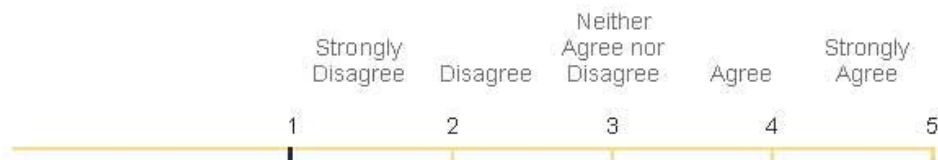
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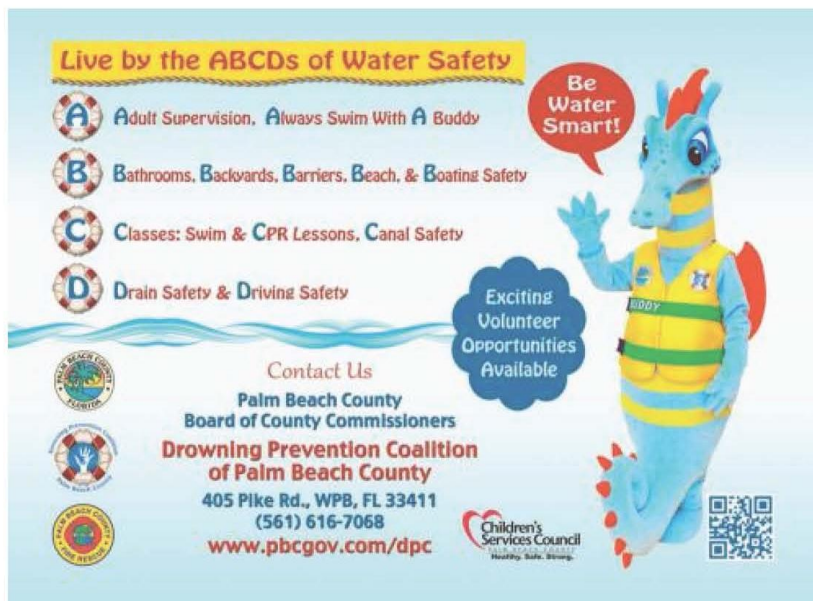
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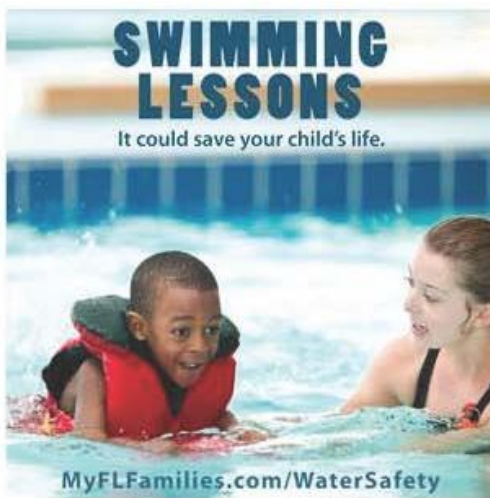
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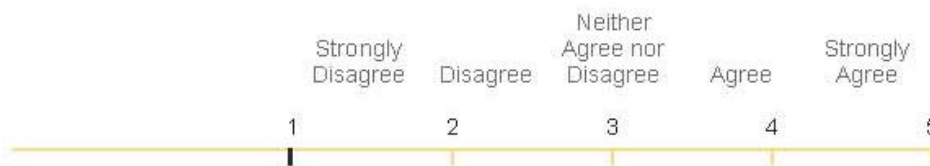
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- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Survey Powered By Qualtrics

Appendix D – Focus Group Transcription

Researcher: My first question is an ice breaker. I thought we could go around and tell your plans for your family for the summer. What are you guys up to? Any big events?

Claire: I'm Claire, we just bought a camper, so probably our summer is going to be filled up with camping and stuff. For activities for the kids, I'm trying to think. They're in gymnastics right now. We don't do as many summer activities as we do during the year. And they're going to Camp Omega. And we have the fair! That's important.

Carol: My name is Carol, and summer has really just started for us because of my daughter's wedding, and I really don't have my [younger] kids signed up for very much because of that. Swimming lessons, and one is doing his tutoring twice a week, and he's doing Celebrate Me camp.

Claire: Just [your son]?

June: It's just for kids going into 7th grade.

Carol: [Girl] and [Girl] always went to Camp Omega like every year, and I don't know why I just haven't gotten my kids in to it, but so I feel kind of bad because this is an off year for us for activities.

Researcher: Celebrate Me camp?

Carol: It's a camp that is just for kids going into 7th grade, and it's kind of self-esteem, Christian, it's non-denominational, but it is Christian based. June could explain it more. It's like 5 days. Sunday night to Friday.

June: It started in '89 with like 30 campers, and now they're up to three weeks each with 90 campers. And they fill up in like 24 hours. It's crazy.

Carol: They come home changed. Just changed. I remember Cassie and Katie just bawling the night we picked them up. It's good self-esteem building.

June: It's all like, you're a child of God. One day's theme is conformity, one day is inferiority, and one day is you are loved, one day is you are special. They do talks, and camp stuff. Break out groups and stuff like that.

Kitty: I am Kitty, and I have 4 boys. They range from ages 10 to almost 1 year, so that does pose a little bit of a challenge for doing extracurriculars. We have a swimming pool, so our regular home transforms into our summer home in mid-June. So, we do a lot at home. We try to get family in. We do outside activities.

Claire: They live practically on a farm!

Kitty: It's nice.

Claire: It's a house like ours, but like on a farm.

Kitty: We have a garden. We do extracurriculars as there is interest. One is the sportier type. He's in you know baseball, soccer, pickleball. He'll do anything. The oldest one is more creative, so we're looking at more artsy, art center kind of things. The other ones, not so much. Swimming lessons are done at our house pretty much.

Researcher: So you just teach the kids yourselves?

Kitty: Yep. You just have to learn! They do learn. I was taking formal swimming lessons with the first two, and they lost pretty much all they learned most of the time. By the end of summer they swim very well. And, so, they're very comfortable with water. They spend a lot of time visiting family. Like this week they're at camp, and next week they're visiting their grandma for a week, for the older ones. So, other than that we do a lot of parades. We do a lot of fairs. Farmer's markets. That kind of thing. More family things.

Marion: I'm Marion, and I think I'm more... well we don't have a pool. I mean, the ones in the front yard, but we're more homebodies. I think by the time summer comes, we're so happy not to be scheduled – because there's five of them too, but, and they age from 10 to 1. We do one big family vacation. Like this Sunday we're leaving for a week to go to Lake Howard. Howard Lake. We've done that the last couple summer. And then, we usually do a swimming lesson, but this year I just haven't signed anyone up so everyone is wearing floaties! So that's fine. I'm trying to think. Marcus is in. Well my kids don't really do, they do their one or two things throughout the year, but I'm not like gunning to sign them up for anything and everything because I don't want to live in the car, and I don't want the baby to either. Marcus is in, he just started Squirts or is it Tee Ball. Yeah. So that's really fun.

Claire: Is this his first year?

Marion: Yeah, so that's really cute. They'll usually do, the girls did soccer in the spring, and Marcus went into his. I try not to have them all in something all at once, cuz otherwise you're a slave to the schedule! We like activities. We do a lot of activities. The parades. The playdates. Hanging out at home. Sprinkler in the front yard. We usually do our one big vacation in the summer, and that's kind of it. What can I say? That's me! I feel boring.

Claire: Hey I just said we're gonna go camping. I didn't get a week away or anything!

June: You did get your kids signed up for swimming lessons though.

Claire: Well, I'm going to.

Kitty: You guys are very active though.

Carol: You guys are go-go-go.

Claire: I think they're gonna be in it. Well, there was space a couple of weeks ago, but I haven't quite signed them up yet. So we'll see if there's still space. I forgot. We do like library stuff.

Kitty: Yes

Carol: And I have two kids in traveling soccer, so that's busy. And mine range from 12-3, so it is. It is really tricky. We all have that.

Marion: When they're more independent, I can see like going more. But, when there are people who can't walk on their own it's harder.

Carol: or that kids aren't necessarily entertained by sitting and watching a soccer game.

Kitty: You end up dividing and conquering it.

Claire: And who wants to spend all summer parked? [My daughter] woke up this morning like "I haven't seen dad in two days." And I'm like sorry! He's here! He's sleeping here I know that!

Kitty: Is he still around?

Marion: He's alive, I promise!

Kitty: Get up early.

Claire: He's been going to work early, so he leaves here by 5:30, and they can't wake up that early.

Carol: Nor would you want them to! By 1:00...

Claire: But some of the activities are tough in the summer because I HAVE to be home. So all of the activities we do are at night. My husband does softball so that's like our family thing too. As long as the kids are getting along. It's all the little stuff we do. We don't have a lot of formal, structured stuff that we have to do.

June: I'm June, four kids, almost 8 to almost 1. We took June off and did nothing but library and hang out at our house or friend's houses. We go to my parent's farm. They have a huge garden so we work in there with cousins. July the oldest are doing swimming lessons, the 4yo is going a week of ECFE camp like two hours a day and the other two are doing VBS the next week.

Carol: Oh we've got that too. I forgot about that.

June: I just signed up this week.

Kitty: Oh you can still sign up?

Carol: Yeah you can still sign up.

Claire: I know, I don't know if I'm going to. Sacred Heart is so expensive to send to VBS. It's like \$70 for two kids.

June: \$60

Kitty: How long is it?

June: It's like five days. Nine to noon.

Claire: There are so many that are free. Camp Omega is doing one in Medford. Did you see that?

June: I know, but we're in swimming lessons that week.

Claire: But it's free! And we've done Trinity's VBS a lot. And they do a wonderful VBS. And it's free!

June: It's like all day, and it's free.

Kitty: I could see if someone would carpool with me.

Claire: it's like 8-noon or something, and then Friday is the big

Kitty: and well two of the days I work so I couldn't drop off those days, so that was my concern

Claire: It's Trinity and St. Joes here, and the Medford church and they're all doing it together.

June: They got a grant from Camp Omega, so that's how they got it.

Carol: St. Joe's Catholic Church?

Claire: No, St. Joe's over here. But it's pretty, I mean, the Lutherans are pretty non-denominational on their VBS. It's Christian. It's just mostly, yeah.

Carol: Well Cassie and Katie, before Sacred Heart had their big one went to Associated every year. Cuz we didn't have one.

Claire: And it's close.

Carol: Yes, it's close. They could walk.

Claire: But that one is another expensive one. That one is ...

Kitty: I think the expense is to offset a lot of families who just use it as daycare.

Claire: Mmmhmmm.

Carol: Yeah that's true.

Marion: That's true.

Claire: because otherwise they're just dropping their kids off. Well, at Trinity you have to do so much stuff. I think it's like \$20 a kid, but you have to bring a snack, and send outfits, and all this stuff, so.

Researcher: That kind of feeds in to my next question. How do you guys normally hear about events, or activities, or camps and stuff? Is it normally like sitting around at coffee talking to your friends or...

Kitty: Facebook is huge.

June: Yes, Facebook.

Claire: Yeah, or it's like, June calls me "Are you guys going to the library today, it's the big puppet show" and I'm like "Oh yeah! Yes, we're going."

Marion: Your calendar must be insane.

June: And then she calls me back "Can you maybe drive some of the kids?"

Claire: Yes! Please stop by my house and pick up some of these daycare kids! I need 4 daycare kids picked up!

Carol: I need someone to do that for me! Someone to call and say this is the activity, do you want to go?

Kitty: I need to get on your call chain too!

Carol: How do you do that?

Marion: I don't know how your head doesn't hurt. I feel a little like if I was in there, I'd be like, pretty messed up. Ha! So many things to remember!

Claire: But you don't do a lot of the sports and the expensive camps and stuff, but you know everything that's like going on!

Researcher: So where do you look?

June: Well, we do have the library thing.

Claire: The library sends out their big pamphlet thing.

June: And strawberry picking we know. There's a gal on Facebook that was in MOB's

Claire: Yes! I was thinking: where do I get all this stuff? And I'm like if [this woman] didn't exist

June: there was a mom's club in town and she started collecting. She has a document on there with a list of every VBS in town and all the information.

Kitty: does she send her kids to all of them?

Claire: No, she posts

June: She has a blog of like 4,000 followers or something

Claire: So it's like her job kind of too.

Marion: She keeps her kids very active.

Kitty: It also enables all of us to post things that we hear about.

Carol: Like I tried this or this looks interesting.

Claire: Even last year you were like my kids are gonna do pickleball, and I think that's how we found out. Or like "my kids are going to camp omega and we're looking for people to go with them"

Marion: And you told me about Camp Omega, and I said Oh they're going that week. I'll send my girls.

Kitty: so [your daughters] are going?

S; yes, and the funniest thing is that they're sad that they won't see each other for a week. And I'm like you guys. That's the point of camp! Whatever. Its their first year.

Kitty: and then the next week they'll be wonderful for you because they'll be reunited.

Claire: Last year their ages were together, so I felt comfortable sending [my younger daughter] if they both went together.

Carol: Yes.

Claire: And so this year [Marion's younger daughter] will be there because it goes by grade,. And its first-third and fourth-sixth. So, [my older daughter] will be with [your older daughter], and [your younger daughter] will be with [my younger daughter].

Marion: Oh okay, cool. I'll have to tell [my daughter] because she was a little but bummed that she wouldn't for sure know anybody.

Claire: Because [my older daughter] was the oldest person last year.

Carol: [My son] has never gone to camp before, and he's doing Celebrate Me

Researcher: Is that a sleep away camp?

Carol: Yes. And I have a list of the St. Mary's kids going. I need to contact her about it.

June: My family works it and the 3rd week is usually when they work, but since my sister is getting married and my sister in law is due that week it might be a different week. But I can find out who is going.

Claire: He'll do fine.

Carol: He will. Its just.

Marion: I don't have Facebook, so I rely on hearing things. More conversations, and then the community ed books.

Kitty: If they come out before like June!

Marion: if they come out at the appropriate time. Or like Park and Rec.

Carol: sometimes it comes and registration has already started.

Claire: Or like Camp Pillsbury because they were advertising huge last year. But nothing yet this year.

Marion: I haven't heard anything for this year.

Kitty: Nothing

Researcher: So how did they advertise last year?

Claire: They went to St. Mary's auction.

Marion: The auction! Were they at the fair?

June: They were at St. Mary's too, talking to the kids.

Claire: to the kids at St. Mary's.

Carol: and they offered a free day.

June: but we didn't get that email until summer last year.

Kitty: IN June sometime

Claire: They offered a free day, and we both sent our kids. And I think you sent your kids.

Carol: [Another family from church] sent their kids.

Claire: But they actually paid to go. It's way too expensive to go for people like... me

Carol: Yeah.

Kitty: Yeah.

Claire: so we went to the free day but it was disorganized. And you want to know what? If you're going to give away a free day, you better be on your game because that's what people are going to rely on.

Marion: I think I heard the kids were kind of wandering. They were just letting kids walk.

Kitty: I don't think they were fully set up at that point.

Carol: No.

Marion: I wanted it to be successful, but I just didn't hear great things about it.

Researcher: So the way Water Safety Days works, or, has worked in other parks, is that it has been for kids who stayed in the campground. Other parks have like 200 campsites so there are just kids everywhere, and the ranger would go out and say "Hey, we're going to do some water safety activities" and they'd do life jacket races or whatever. And now the park we're working with only has two campsites, so there are never any kids there, but his employers want him to educate kids. It's one of their initiatives. So, we need to get kids to come from the town.

Claire: and the town is really small. It's one of those where the summer population is 4x the population otherwise.'

Researcher: Yes, this is Grand Rapids, MN

Kitty: then you need to do day camps. Day camps for sure. I mean, a big hesitation is to send your kids away overnight is different than it was years ago,

Claire: well they don't even have housing for something like that, do they?

Researcher: No, but what I'm wondering about is structuring it. In other camps, the parents are right there. And I'm just picturing a bunch of kids show up and how do you make sure that all the kids get back to the right parents?

Kitty: You almost have to have a sign up.

Carol: A check in

Kitty: Have a Chuck E Cheese system where they come in. This gate is you're in, and you don't go past until a parent picks up.

Claire: So, we just did safety camp, and the way that I found out about that is. Well they do safety camp every summer here in Owatonna and it's for every kid going into 4th grade. Every 3rd grader goes. They put something in school binders. Parks & Rec sent out an email reminder. The Parks and Rec email list must be big.

Kitty: And that's new within the last two years.

Researcher: How do you get on that email list?

June: IF you sign up for stuff.

Claire: Anything you've ever signed up for through parks and rec. They ask you for your email.

June: They just started online registration a few years ago.

Researcher: So the form just captures it.

Claire: But, when my husband signed up for softball, he gave his email. So it's like all those dads are on the list too. And, they did the sign out, sign in at Safety Camp. But He's just one person, so I'd say you need to like get a group of 7th graders to help out. You need to compensate them without paying them too much to get them to help.

Carol: Even if they have like St. Mary's system where you have to earn Power Hours or service hours. I don't know if there's a group or a church

Claire: Girl scouts. Cub scouts. Confirmation kids. A lot of churches.

Carol: Yeah, tap into those free resources.

Researcher: So it'll be him, and he hires one or two college students as summer intern rangers. There would be three adults at least.

Claire: It would all depend on how big your turnout is. I would feel comfortable leaving my kids with three adults if there was less than 25 kids there. If there were more than 25 kids there I would feel like, unsafe.

Kitty: Someone's gonna get lost.

June: and it's a water thing

Claire: probably even less since it's a water thing. Are they going to be in the water? Like in the river? Or is it just a land thing?

Kitty: if there is a certified lifeguard in addition to those land people that would be okay. Given, if you go by those lifeguard guidelines.

Claire: And if it's on a river as opposed to a lake? I don't think I would put my kids in the river without... so you'd have to do land activities or something.

Carol: with the current, and yeah.

Kitty: You could do like kayaking or tubing or something, but so much smaller scale.

Carol: Yeah, yeah.

Claire: when they did the safety camp, they did a bunch of stuff, but one day was water safety. They took them out to like Kolmeier, which is on a beach, so it's pretty shallow. They put them in the canoe, did lifejacket safety, canoed out a little bit, let them put their feet in the water. I'm assuming they did other stuff too.

Kitty: Tip them over in a canoe, make them swim back.

Claire: Did they?!

Carol: For some reason I thought that they did!

Marion: I want to say they did something like that. Not that brutal, but [my daughter] did it a few years ago, and they had to wear their swimsuits, because I don't know if they like really tipped them over, but they went though like here's what you do if you do tip over.

Researcher: I remember when I went to camp as a high schooler, we were going on a kayak excursion. And before they'd let you go, you had to tip your kayak over, be able to escape from it, and have someone T-rescue you so you could get back in your kayak. If you couldn't do that, you couldn't go. You were wearing a lifejacket the whole time, but it was super scary to have to do.

Carol: I just talked about this with Bobby Shafer, because she recently went to the Apostle Islands, but was terrified of getting out.

Researcher: But you have to learn that, because it could easily happen.

Kitty: There's some people who just jump in a kayak and think nothing's going to happen.

Carol: that would be me! I'd be like oh, I wanna go kayak, but I wouldn't know how to get out if I tipped.

Kitty: And so many people who kayak these days are older people with like heart issues, and it's just... Well for you it depends on what type of camp you want to host. Bring bigger things in to them that would be maybe more like Mayo One comes in. The firetrucks come in. A traveling zoo. A traveling whatever. If you want to do the water safety,

Researcher: and have it be just a portion of the day

Claire: That'll get people there.

Kitty: You have to kind of have a theme. Maybe you'll just do nature crafts and nature theme and you wouldn't even have to deal with the water.

Marion: How long was safety camp?

Claire: it was two days

Marion: yes, and the first day they did the land, and the second day they did the water.

Kitty: and how many staff were there?

Claire: there wasn't enough staff

Carol: they have a ton of staff usually

Claire: the thing is, I was kinda disappointed with St. Mary's. We have to look good to the community, and there were not enough adults for our group, not enough volunteers for our group. Who's the Park and Rec coordinator? What's his name? Mr. Olson. He was the only person from St. Mary's there, and he was like running the camp, so the kids from St. Mary's had to do the chant by themselves. They didn't have a leader, and I'm like "we are the only people advertising here, so we should look awesome"

June: So the schools are responsible for providing their own?

Carol: and they put all the kids from one school together in one group? They don't usually do that. They usually mix them in together.

Claire: Nope, they were all by the school. So like there was a Lincoln group, and they all had their colored shirts, and they were like this is Lincoln school do your little chant. And they had more adults and more teams, and our group had no adult. But maybe it was just a fluke.

Kitty: Well SAS was with St. Mary's.

Marion: Yeah because [Kitty's son] went and [my older daughter] went

Claire: I was like Hey! We have to like sound. Everyone else just sends their kids there.

Marion: Claire is like yelling from the car...

Claire: No you have to like stand there. It's at the end during the parent ice cream social thing.

Marion: oh I think my husband went to it last year.

Claire. Okay anyways.

Researcher: We're going to switch gears a little bit. What comes to mind when I say Army Corps of Engineers? Claire, you don't answer.

Claire: I'm not going to answer!

Carol: I have no idea.

Kitty: for some reason, it's running.

Researcher: Running?

Kitty: Like the mud dash or something. Ha!

Carol: I think backpacking or something.

Marion: Organization. They organize stuff. I'm totally making that up. June will know.

June: they... I don't know I can't think! They work at something. The Park and Rec. Camps and stuff. State Parks. They run the state parks or something.

Researcher: Yeah! They run all the dams in the United States. And they have campgrounds. And that's where my brother works. He works for the Army Corps. So, nothing like kids or education comes to mind?

Kitty: No.

Carol: Army Corps? No.

Marion: No.

Kitty: No, I think enlisting.

Researcher: You think Army.

Kitty: Yeah!

Claire: We also don't have Army Corps down here.

Carol: They're government.

Researcher: So what comes to mind when I say Park Ranger?

Carol: I picture someone standing in a very tall stand.

Marion: Someone in the parks. I see the person in the brown and the cool little hat, and they wander around and ask if you need help. I think we've run in to a few, like in the cities and whatnot, and you're like, I didn't know you were a real person. And they're like oh well, watch out for this if you go over here.

Claire: Don't start forest fires. I think the contact we've had with park rangers is like they're the people who make reservations for campsites and stuff. And they walk around and yell at you when you're not doing the right thing. When you're not using correct firewood. You're being too loud. You parked your trailer too far into the other person's lot.

Kitty: Enforcing the rules.

Carol: You are banned from this campground.

Researcher: I have a couple sample ads to show you.

Claire: A good place to post ads is in a library. If you post in the library, it'll get to a lot of people.

Marion: Yeah, June's gonna read it there.

June: And churches. But since you're in a town where it's mostly tourists coming in, you'll want to find the chamber of commerce or something. There must be a place in town where visitors go. Some towns even do like handouts for visitors. Or the campgrounds give out handouts. Resorts and stuff.

Researcher: this is Ad number 1 (p. 106). Just let me know what you think.

Marion: I like that all the information is right here, and you get to the point. I would have your FREE be Big up at the top.

Kitty: Free water safety day.

June: Keep it simple. The more stuff that's on there, the less likely people are to stand there and read.

Researcher: What works, what doesn't work?

Claire: I think it's really wordy at the top.

Kitty: Yeah.

Carol: I was just thinking that.

Claire: This whole part I just like skipped over.

Marion: I almost would switch, like put this section small down here, and this up top. This is the fun stuff.

Kitty: Yes, that's what you want people to see.

Claire: Hosted by is a good one.

Carol: "facilitated by" so you know its run by someone who is certified or has the knowledge.

Researcher: This is the second ad (p. 107).

Carol: that's really cute.

Kitty: When I look at this one, I think somebody got an award. I don't think it's a free safety day.

Claire: the words get lost.

Marion: The picture makes me think that people have already done it. So I think 'oh this has been going on for a while, we should go!'

Claire: Oh yeah. this isn't something that's brand new!

Kitty: the kids and the setting look good. You get a visual, but maybe do like a small picture of that on the corner.

Claire: You could do a small picture on this one, where this working is, and then fill in your information kinda here.

Kitty: Yeah, you could do a couple pictures here. These are your eye-catchers (the activities and the free)

Researcher: This is the last ad (p.108).

Kitty: that looks like a women's retreat of something.

Marion: Or an abuse center.

Claire: That's not bringing nice things to me.

Carol: It makes sense, but that's not something I want my kids reading at the library.

Marion: Not trying to be funny, but you get a sinking feeling immediately when you see it.

Claire: If this was on the other ads, you could put it on the bottom, but I wouldn't want it to be the reason I signed my kids up.

Marion: It doesn't give me any warm, fuzzy feelings. It just makes me want to sign them up for swimming lessons.

Kitty: when you're in tow with a bunch of kids and you see "Drowning is silent" you're struggling to get to the van anyway, you're probably not going to stop and look at this. You're not going to think: oh this is going to help me out with my kids. This is just going to remind me that I'm struggling.

Carol: It makes me scared.

Claire: and you can like put the little quote down here, because it's a decent quote.

Carol: I would do "Drowning is silent. Protect what matters most" just my opinion.

Claire: It's too much.

Marion: Yeah.

Kitty: I would almost venture to say keep it off of here, but hand out this in a wallet size. Just for them to take away.

Claire: Is there already a safety days there where they could advertise their thing?

June: Oh yeah. like our safety fair for the whole town.

Kitty: this one seems fun and inviting.

Claire: the picture would be nice, but the words get lost.

Carol: the scary aspect doesn't motivate.

Marion: it makes me want to avoid.

Kitty: we want to protect children, and that's a fear. Are we doing enough to protect the children. And this makes me question am I doing enough?

Claire: but you already have that fear.

Carol: and playing on that is kind of a slippery slope with parents.

Claire: You want your kids to have fun. You don't want them to hear about how they're gonna drown.

Marion: you want them to know its a possibility. But this one makes it fun and that one just freaks me out.

Claire: This makes it seem like you're sending your kids to something where its going to be scary. Like, you're probably gonna die so here's a lifejacket.

Kitty: You don't want to scare tactic children or parents.

Carol: You want to teach them the skills without them really knowing why you're teaching them.

Claire: Especially at young ages.

Carol: Kid can live in fear. I have a worry wart right now.

Marion: we have a very literal child as well. She'd be like "what does that mean? Does that mean I'm gonna die?" and I'm like no! It's a scrape! You're gonna live, I promise!

Claire: [my daughter] just fell out of the canoe on our canoe trip. Grandma and Grandpa tipped the canoe, but it wasn't very deep. Like, knee length, so she just stood up.

Kitty: Like, I'm good!

Carol: Did she have a life jacket on?

Claire: There was a current, and she stood up and got to the side, and there were rapids, so like it was shallow but the water flows fast. She had her lifejacket on. I mean, they have to.

Marion: was she upset or was she okay?

Claire: She did fine. She was panicked for a second. She was fine getting out and getting to the side, and then the panic settled in.

Researcher: it sounded like everyone handled it perfectly, from what I've heard.

Claire: I mean, we're on the water a lot, and she's in a lot of places where she is not comfortable all the time so I think she knows to like go with the flow a little bit.

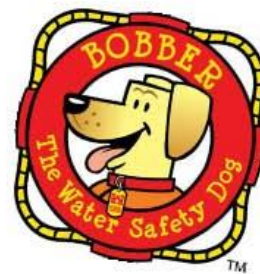
Kitty: And I think exposure is the huge part. I mean, if you're in Steele County and you don't have a lot of water around, versus up north there's tons of lakes and you get more exposure, and you get more education. If you're not a family that's doing all these safety things you don't necessarily have the tools you need to be safe, so education is important.

Water Safety Day

Pokegama Dam and Recreation Area
Water Safety education and fun with your
local Park Rangers



June 20, 10am-2pm
Free!



Boat safety	Learn about fish
Life jacket relays	Fishing
Water safety	Boat races
Water education	Fun in the sun!



US Army Corps
of Engineers®



Water Safety Day

**Water safety education and fun
with your local ranger.**

June 20 10am-2pm

FREE!

Focus Group Sample Ad #3

